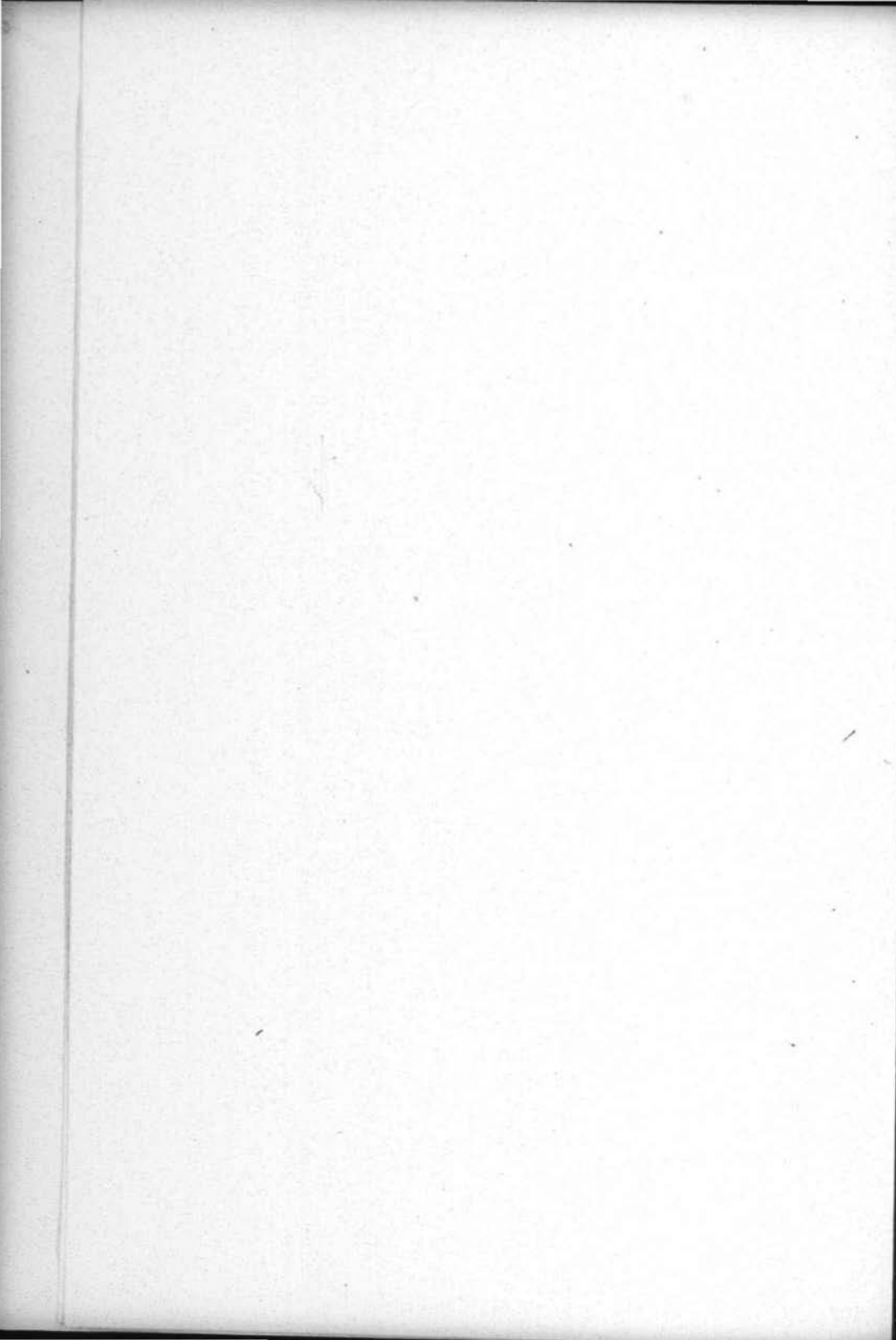




CHAPTER III.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1902-1903 TABULATED.

The Tables in this Chapter present the statistical data of the public schools of each county for the school year 1902-1903, beginning July 1, 1902, and ending June 30, 1903, and hereafter designated, for brevity, as the school year 1903.

It will be noted that the totals, or statistics for the State, are placed for convenient reference at the head of the Tables.

Almost any fact relative to the public schools of each county may be obtained somewhere in this mass of figures, the particular one desired by consulting the titles and subheads of the various Tables.

Few persons have any conception of the immense labor this statistical showing entails upon the State Department, and upon the County Superintendents from whose reports the facts must be compiled.

There has been wonderful improvement made within a few years in the number and corrections of educational facts presented through these statistics, due to improved forms of reports sent from the State Department and to increased pride and ability in County Superintendents in reporting reliable data. Still a number of their reports bespeak sufficient indifference or want of ability to make the work of the compiler of statistics in the State Superintendent's office perplexing and annoying. Yet every Table has been made to present reliable data, and has been perfectly balanced, where necessary to be done, except the one attempting a Balance Sheet of the total school receipts and expenditures of each county and of the whole State. The failure of a balance in this Table scarcely exceeds \$3,000, and is owing to irreconcilable statements in reports from but two counties. It is here stated to their credit that the reports of twenty-seven of the forty-five County Superintendents as originally balanced to a cent, requiring no research or corrections of additions or of conflicting statements in different parts of the reports.

A careful comparison of the facts reported herein bespeak a remarkable disparity of interest, appreciation, and willing to support the schools in different counties considering all are in the same State and operating under the same law.

TABLE I.—Total Population and School Population.

1902—1903. Counties.	Population Estimated from U. S. Census of 1900.			School Population [6 to 21] Estimated from School Census of 1900.		
	Total.	White.	Negro.	Total.	White.	Negro.
The State.	578,000	335,820	242,180	174,400	102,190	72,210
Alachula....	32,000	13,320	19,060	9,890	4,080	5,810
Baker.....	4,680	3,470	1,210	1,436	1,190	240
Bradford ..	11,450	8,580	2,870	3,820	2,930	890
Brevard.....	5,720	4,480	1,240	1,480	1,150	330
Calhoun.....	5,390	3,350	2,040	1,410	1,000	410
Citrus.....	5,710	3,050	2,660	1,310	980	330
Clay.....	6,080	4,240	1,840	1,670	1,280	390
Columbia...	18,850	8,890	9,960	4,570	2,390	2,180
Dade.....	7,080	5,240	1,840	2,240	1,480	760
DeSoto.....	10,760	10,050	710	3,090	2,910	180
Duval.....	41,680	19,070	22,610	11,540	4,960	6,580
Escambia ...	29,510	17,060	12,450	8,060	4,910	3,150
Franklin...	4,920	2,650	2,270	1,220	710	510
Gadsden....	15,910	6,020	1,990	5,730	1,860	3,870
Hamilton	12,640	7,230	5,410	3,540	2,470	1,070
Hernando ...	3,800	1,980	1,820	1,140	630	510
Hillsborough	37,500	28,070	9,430	10,850	8,660	2,190
Holmes.....	8,410	7,120	1,290	3,320	2,930	390
Jackson.....	25,260	11,640	13,620	7,410	3,590	3,820
Jefferson....	16,710	4,590	13,120	6,240	1,250	4,990
LaFayette...	5,640	4,810	830	1,590	1,410	180
Lake.....	7,740	5,090	2,650	2,280	1,610	670
Lee.....	3,730	3,370	360	1,130	1,040	90
Leon.....	22,300	4,120	18,180	7,730	1,120	6,610
Levy.....	9,930	6,490	3,440	2,890	1,930	960
Liberty.....	3,130	1,610	1,520	860	490	370
Madison.....	19,080	8,120	10,960	5,920	2,380	3,540
Manatee....	6,830	5,990	840	2,160	1,830	330
Marion.....	28,410	12,550	15,860	8,640	3,660	4,980
Monroe.....	18,530	12,620	5,910	5,580	3,980	1,600
Nassau.....	9,970	4,590	5,380	2,840	1,590	1,250
Orange.....	13,611	8,570	5,040	4,180	2,620	1,560
Osceola.....	4,050	3,610	440	1,270	1,150	120
Pasco.....	6,350	4,660	1,690	1,780	1,500	280
Polk.....	14,560	11,540	3,020	4,250	3,470	780
Putnam.....	11,790	6,080	5,710	3,340	1,640	1,700
St. Johns....	9,380	5,710	3,670	2,420	1,640	780
Santa Rosa...	10,750	8,180	2,570	3,930	3,160	770
Sumter.....	7,010	4,690	2,320	2,260	1,470	790
Suwanee.....	16,270	9,330	6,940	5,920	3,130	2,790
Taylor.....	4,830	4,180	650	1,610	1,470	140
Valusia.....	10,990	7,010	3,980	3,340	2,160	1,180
Wakulla.....	5,380	2,590	2,790	1,390	710	680
Walton.....	11,400	9,350	2,050	3,510	2,860	650
Washington.	11,870	9,080	2,790	3,620	2,910	810

TABLE II.—Table of School and Average Length of term in Days.

1902-1904. Counties.	No. of Schools.			Average length of Term.		
	Total	White	Negro	Both	White	Negro
The State.....	2,439	1,789	650	105	111	95
Alachula.....	117	74	43	92	104	80
Baker.....	39	35	4	66	66	65
Bradford.....	47	42	5	95	99	79
Brevard.....	49	40	9	118	123	105
Calhoun.....	28	21	7	82	83	80
Citrus.....	27	21	6	123	130	98
Clay.....	39	34	5	101	98	110
Columbia.....	82	53	26	83	99	69
Dade.....	27	19	8	146	150	137
Desoto.....	63	61	2	102	102	100
Duval.....	68	37	30	152	155	148
Escambia.....	66	46	20	123	136	106
Franklin.....	8	5	2	147	149	134
Gadsden.....	71	35	36	85	91	82
Hamilton.....	59	44	15	86	92	71
Hernando.....	24	17	7	115	138	81
Hillsboro.....	104	88	16	129	132	118
Holmes.....	46	44	2	92	90	80
Jackson.....	102	64	38	77	85	80
Jeferson.....	62	25	37	89	130	80
LaFayette.....	45	44	1	57	59	60
Lake.....	58	45	13	122	132	94
Lee.....	22	21	1	138	138	140
Leon.....	72	34	38	106	119	103
Levy.....	51	38	13	105	112	90
Liberty.....	20	12	8	75	79	80
Madison.....	78	49	29	67	86	52
Manatee.....	46	41	5	111	115	80
Marion.....	112	67	45	119	124	114
Monroe.....	7	5	2	158	155	160
Nassau.....	48	32	16	108	112	104
Orange.....	59	50	9	118	116	136
Osceola.....	21	18	3	132	132	125
Pasco.....	38	35	3	117	120	80
Polk.....	83	74	9	130	129	133
Putnam.....	68	43	25	98	104	89
St. Johns.....	35	27	8	144	141	149
Santa Rosa.....	68	59	9	76	78	68
Sumter.....	37	27	10	101	106	91
Suwannee.....	84	58	26	86	98	75
Taylor.....	38	36	2	81	82	79
Volusia.....	49	33	16	125	136	108
Wakulla.....	31	21	10	86	96	68
Walton.....	67	56	11	89	92	80
Washington.....	74	58	16	85	87	79

TABLE III.—(a) Enrollment by Race and Sex. (b) Percentage of School Population (6 to 21) Enrolled.

1902-1903 Counties.	Enrollment.						Percentage.			
	Both	White	Negro	White Males	Negro Males	White Females	Negro Females	Both	White	Negro
	119,539	37,909	45,630	73,645	21,443	36,264	24,187	69	72	63
Alachua....	6,803	3,372	3,431	1,701	1,596	1,671	1,835	59	88	59
Baker.....	1,114	937	177	470	76	467	1,017	79	74	79
Bradford....	2,679	2,213	466	1,167	217	1,046	249	76	52	52
Brevard....	1,265	945	320	484	164	461	156	85	82	97
Calhoun....	847	636	211	337	92	299	119	60	64	51
Citrus.....	977	664	213	364	92	300	121	67	68	64
Clay.....	1,210	951	259	475	112	476	147	72	74	66
Columbia....	3,775	1,867	1,908	960	896	907	1,012	83	78	88
Dade.....	1,809	1,281	528	674	235	607	293	81	87	69
DeSoto.....	2,574	2,478	96	1,288	48	1,190	48	83	85	53
Duval.....	7,854	4,222	3,632	2,094	1,771	2,128	1,861	68	85	55
Escambia....	4,929	3,213	1,716	1,523	781	1,690	935	61	65	54
Franklin....	903	519	384	263	188	256	196	74	73	75
Gadsden....	4,090	1,463	2,627	750	1,262	713	1,365	71	79	68
Hamilton....	2,482	1,753	729	901	351	852	378	70	71	68
Hernando....	785	480	305	240	163	240	142	69	76	60
Hillsboro'...	776	5,563	1,213	2,861	539	2,702	674	62	64	55
Holmes.....	2,146	2,069	77	1,075	46	994	31	65	71	20
Jackson....	6,325	3,032	3,293	1,540	1,590	1,492	1,703	85	84	86
Jefferson....	4,154	915	3,239	464	1,539	451	1,700	67	73	65
LaFayette....	1,103	1,074	29	585	10	489	19	69	76	16
Lake.....	1,772	1,288	484	635	237	653	247	78	80	72
Lee.....	789	739	50	362	28	377	22	70	71	56
Leon.....	4,055	861	3,194	457	1,380	404	1,814	52	77	48
Levy.....	2,108	1,451	657	764	307	687	350	73	75	68
Liberty.....	667	374	293	171	138	203	155	78	76	79
Madison....	4,172	1,906	2,266	978	1,146	928	1,120	70	80	64
Manatee....	1,482	1,326	156	690	83	636	73	69	72	47
Marion.....	6,078	2,394	3,684	1,213	1,733	1,181	1,951	70	65	74
Monroe.....	1,861	1,190	671	575	285	615	386	33	30	42
Nassau.....	1,765	962	803	477	372	485	431	62	61	64
Orange.....	2,656	1,769	887	890	412	879	475	64	68	57
Osceola....	996	890	106	444	48	446	58	78	77	88
Pasco.....	1,123	1,039	84	527	37	512	47	63	69	30
Polk.....	3,506	2,958	548	1,545	268	1,413	280	82	85	70
Putnam.....	2,291	1,238	1,053	606	501	632	552	69	75	62
St. Johns....	1,766	1,154	612	566	284	588	328	73	70	78
Santa Rosa..	2,442	2,009	433	1,013	193	996	240	62	64	77
Sumter.....	1,555	973	582	490	260	483	322	69	66	74
Suwannee....	4,154	2,490	1,664	1,263	762	1,227	902	70	80	60
Taylor.....	1,167	1,092	75	611	35	481	40	73	74	53
Volusia.....	2,507	1,587	920	762	434	825	486	73	73	78
Wakulla....	1,043	635	408	341	199	294	409	75	89	60
Walton.....	2,345	1,895	450	958	191	937	259	67	66	69
Washington	2,739	2,042	697	1,091	342	951	355	76	73	86

TABLE IV.—(a) Average Daily attendance; (b) Percentage of Enrollment in Daily Attendance.

1902-1903 Counties.	Average Daily Attendance.							Percent- age.		
	Both Races	Total White	Total Negro	White Males.	Negro Males.	White Females.	Negro Females.	Both Races.	White	Negro
The State...	83,209	51,001	32,208	25,419	14,901	25,582	17,307	70.69	71	71
Alachua...	5,047	2,488	2,559	1,218	1,180	1,270	1,379	74.73	75	75
Baker.....	637	550	87	277	37	273	50	57.59	50	50
Bradford....	1,754	1,438	316	763	144	675	172	65.65	68	68
Brevard....	914	694	220	352	111	342	109	72.73	69	69
Calhoun....	568	422	146	223	64	199	82	67.66	69	69
Citrus.....	581	458	128	238	56	215	72	66.68	60	60
Clay.....	855	661	194	314	84	347	110	71.70	74	74
Columbia..	2,527	1,103	1,324	588	564	615	760	66.64	69	69
Dade.....	1,149	678	371	407	159	371	212	63.61	70	70
DeSota.....	1,857	1,781	76	943	39	838	37	72.71	79	79
Duval.....	5,434	2,970	2,464	1,430	1,192	1,540	1,272	69.70	68	68
Escambia...	3,527	2,340	1,187	1,106	542	1,234	645	71.73	69	69
Franklin...	624	365	259	174	128	191	131	69.70	67	67
Gadsden...	2,941	1,083	1,158	531	883	552	975	71.74	71	71
Hamilton...	1,615	1,152	463	586	210	566	253	65.66	64	64
Hernando...	547	341	206	162	110	179	96	70.71	68	68
Holtsboro'...	4,833	3,954	879	1,972	372	1,982	507	71.71	72	72
Holmes.....	1,136	1,079	57	551	33	528	24	53.52	74	74
Jackson....	4,239	2,071	2,168	1,049	1,029	1,022	1,139	67.68	66	66
Jefferson...	3,083	572	2,511	272	1,186	300	1,325	74.63	77	77
Lafayette..	761	747	14	392	2	355	12	69.69	48	48
Lake.....	1,261	944	317	442	152	502	165	71.73	65	65
Lee.....	531	531	50	245	28	286	22	74.72	100	100
Leon.....	2,915	604	2,311	321	997	283	1,314	72.70	72	72
Levy.....	1,433	975	458	501	212	474	246	68.67	70	70
Liberty.....	534	310	224	138	109	172	115	80.83	76	76
Madison....	3,431	1,511	1,920	767	998	744	952	82.79	85	85
Manatee....	1,066	944	122	477	66	467	56	72.71	80	80
Marion.....	4,589	1,850	2,739	923	1,286	927	1,453	75.77	74	74
Monroe....	1,037	678	359	323	148	355	211	56.57	54	54
Nassau....	1,158	620	538	283	243	327	295	66.64	67	67
Orange.....	1,881	1,298	583	620	268	678	315	71.73	66	66
Osceola....	673	594	79	289	32	305	47	68.67	75	75
Pasco.....	788	721	67	347	27	374	40	70.70	80	80
Polk.....	2,494	2,140	354	1,086	164	1,054	190	71.72	65	65
Putnam....	1,621	895	726	432	340	463	386	71.72	39	39
St. Johns..	1,218	803	415	382	194	421	221	69.70	68	68
Santa Rosa..	1,753	1,427	326	728	145	699	181	72.71	75	75
Sumter....	1,131	737	394	359	175	378	219	72.76	68	68
Suwannee..	2,534	1,570	964	796	418	774	546	61.61	58	58
Taylor.....	706	620	86	352	40	268	46	60.57	91	91
Volusia....	1,908	1,295	703	569	319	636	384	76.76	76	76
Wakulla....	718	446	272	230	129	216	143	69.70	67	67
Walton....	1,451	1,183	268	604	105	579	163	62.62	60	60
Washington	1,699	1,253	446	647	211	606	235	62.61	64	64

TABLE V.—(a) Aggregate Number of Days Schooling Given.
(b) Average Number of Days Schooling Given for
Every Youth 6 to 21 years of age.

1902-1903. Counties.	Aggregate Days School- ing Given.			Average to Every Youth		
	Total	White	Negro	Both Races	White	Negro
The State	8,733,210	5,662,327	3,070,883	50	55	42
Alachua.....	457,550	257,001	200,549	46	63	34
Baker.....	42,055	36,371	5,684	29	31	24
Bradford.....	167,047	141,965	25,082	44	48	28
Brevard.....	107,668	84,511	23,157	72	74	70
Calhoun.....	45,638	33,958	11,680	32	34	28
Citrus.....	71,745	59,170	12,575	55	60	38
Clay.....	85,765	64,351	21,414	51	50	55
Columbia.....	204,527	115,635	88,892	45	48	41
Dade.....	167,375	116,619	50,756	75	79	67
DeSoto.....	185,687	178,187	7,500	60	62	41
Duval.....	807,704	444,396	363,308	70	89	55
Escambia.....	445,598	319,250	126,348	55	65	40
Franklin.....	91,578	54,539	37,039	75	76	73
Gadsden.....	247,010	96,445	150,565	43	52	39
Hamilton.....	139,567	106,417	33,150	39	43	31
Hernando.....	60,016	43,256	16,760	52	69	33
Hillsborough.....	619,034	519,470	99,564	57	60	45
Holmes.....	105,001	100,390	4,611	32	34	11
Jackson.....	346,745	173,183	173,562	47	48	46
Jefferson.....	275,448	74,383	201,065	44	59	40
LaFayette.....	42,882	42,096	786	22	59	4
Lake.....	152,387	122,712	29,675	67	76	44
Lee.....	76,013	69,013	7,000	67	66	78
Leon.....	309,301	72,915	237,286	40	64	36
Levy.....	149,317	108,300	41,017	52	56	43
Liberty.....	40,296	24,565	15,731	47	50	41
Madison.....	230,270	129,808	100,462	39	55	28
Manatee.....	117,472	107,815	9,657	54	58	29
Marion.....	539,691	228,131	311,560	62	62	62
Monroe.....	163,589	105,480	58,109	29	27	36
Nassau.....	124,529	63,510	56,019	44	43	45
Orange.....	219,540	140,030	79,510	53	53	51
Osceola.....	87,971	78,211	9,760	70	68	80
Pasco.....	92,037	86,677	5,360	52	59	19
Polk.....	318,529	271,549	46,980	75	78	60
Putnam.....	152,774	90,536	62,238	46	55	37
St. Johns.....	173,530	111,570	61,960	72	69	79
Santa Rosa.....	133,135	110,942	22,193	34	35	29
Sumter.....	113,774	77,815	35,959	50	53	45
Suwannee.....	211,024	140,048	70,976	36	45	25
Taylor.....	51,685	46,942	4,743	32	31	34
Volusia.....	239,566	163,636	75,930	72	75	64
Wakulla.....	61,666	43,697	17,969	44	60	26
Walton.....	117,166	95,746	21,420	33	38	33
Washington.....	142,308	100,987	35,321	39	35	44

TABLE VI.—Showing Educational Status of Youth Enrolled.
PART I.

1902—1903. Counties.	Chart and First Reader Grade.					
	Chart.			First Reader.		
	Total.	White	Negro	Total.	White	Negro
The State.	16,126	6,435	9,691	23,337	12,175	11,162
Alachula.	934	201	733	1,480	549	931
Baker.	133	90	43	262	208	54
Bradford.	429	294	135	494	379	115
Brevard.	91	55	36	248	174	74
Calhoun.	78	25	53	181	104	77
Citrus.	86	34	52	125	68	57
Clay.	176	100	76	170	109	61
Columbia.	742	165	577	702	304	398
Dade.	217	95	122	255	168	87
DeSoto.	191	166	25	368	349	19
Duval.	773	168	605	1,693	776	917
Escambia.	329	114	215	1,359	743	616
Franklin.	98	72	26	188	67	121
Gadsden.	928	227	701	876	249	627
Hamilton.	366	142	224	525	379	146
Hernando.	104	39	65	159	84	75
Hillsborough.	1,307	856	451	1,051	829	222
Holmes.	358	340	18	443	414	29
Jackson.	759	242	517	1,567	532	1,035
Jefferson.	598	58	540	822	128	694
LaFayette.	128	123	5	247	240	7
Lake.	272	137	135	193	133	60
Lee.	63	58	5	140	126	14
Leon.	726	63	663	962	110	852
Levy.	299	138	161	348	216	132
Liberty.	83	34	49	168	46	122
Madison.	412	115	297	639	299	340
Manatee.	131	87	44	215	182	33
Marion.	1,333	121	1,212	935	336	599
Monroe.	455	303	152	303	192	111
Nassau.	235	72	163	251	121	130
Orange.	204	97	107	429	239	190
Osceola.	95	71	24	135	117	18
Pasco.	75	66	9	157	117	40
Polk.	318	224	94	600	460	140
Putnam.	112	26	86	538	208	330
St. Johns.	237	105	132	324	168	156
Santa Rosa.	196	129	67	541	388	153
Sumter.	186	57	129	250	108	142
Suwannee.	730	303	427	960	426	534
Taylor.	228	183	45	186	157	29
Volusia.	171	59	112	487	232	255
Wakulla.	191	86	105	202	89	113
Walton.	232	115	117	436	402	84
Washington.	317	190	137	673	450	223

TABLE VI—(Continued)—Educational Status of Youth Enrolled
PART II.

1902—1903. Counties.	Second and Third Reader Grade.					
	Second Reader			Third Reader		
	Total	White	Negro	Total	White	Negro
The State.....	19,303	10,648	8,655	18,266	11,137	7,129
Alachua.....	1,078	427	651	982	462	520
Baker.....	202	176	26	188	163	25
Bradford.....	449	363	86	438	358	80
Brevard.....	157	113	44	205	152	53
Calhoun.....	144	114	30	151	122	29
Citrus.....	122	92	30	107	79	28
Clay.....	177	130	47	178	139	39
Columbia.....	566	253	313	562	268	294
Dade.....	273	160	113	301	221	81
DeSoto.....	403	386	17	440	425	15
Duval.....	1,226	568	658	1,190	600	584
Escambia.....	839	476	363	731	452	279
Franklin.....	150	83	67	139	58	81
Gadsden.....	677	200	477	576	223	353
Hamilton.....	415	257	158	334	228	106
Hernando.....	138	68	70	145	91	54
Hillsborough.....	850	642	208	914	785	129
Holmes.....	366	353	13	310	302	8
Jackson.....	1,221	545	676	1,080	541	539
Jefferson.....	752	129	623	653	114	539
Lafayette.....	219	209	10	239	238	1
Lake.....	245	159	86	267	185	82
Lee.....	130	122	8	106	100	6
Leon.....	748	131	617	633	108	525
Levy.....	298	177	121	272	173	99
Liberty.....	92	44	49	84	60	24
Madison.....	857	375	482	904	436	468
Manatee.....	261	169	32	226	200	26
Marion.....	932	278	654	830	292	538
Monroe.....	262	139	123	213	143	70
Nassau.....	335	157	178	285	141	144
Orange.....	381	214	167	395	230	165
Osceola.....	146	126	20	263	230	33
Pasco.....	167	143	24	156	149	7
Polk.....	511	412	99	483	385	98
Putnam.....	341	131	210	313	150	163
St. Johns.....	297	173	124	268	199	69
Santa Rosa.....	441	353	88	422	359	64
Sumter.....	292	166	126	260	157	103
Suwannee.....	651	340	311	558	342	216
Taylor.....	218	194	24	215	203	12
Volusia.....	343	209	134	314	174	140
Wakulla.....	184	122	62	183	116	67
Walton.....	367	280	87	343	270	73
Washington.....	440	291	149	409	309	100

TABLE VI.—(Continued.)—Educational Statuts of Youth Enrolled.
PART III.

1902—1903. Counties.	Fourth and Fifth Reader and Higher Grades.								
	Fourth Reader.			Fifth Reader.			Higher Grades.		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State..	17,875	12,609	5,266	13,365	10,432	2,933	13,194	12,048	1,146
Alachua...	915	569	346	580	435	145	921	769	159
Baker.....	161	150	11	104	97	7	64	55	9
Bradford...	453	413	40	251	241	10	184	184	..
Brevard...	225	172	53	176	138	38	175	153	22
Cathoun...	135	116	19	63	62	1	116	114	2
Citrus.....	127	98	29	117	104	13	198	189	4
Clay.....	222	199	23	109	97	12	185	184	1
Columbia...	487	305	182	441	290	151	414	367	47
Dade.....	38	254	94	217	190	27	193	194	4
DeSoto....	532	516	16	380	373	7	335	335	..
Duval.....	1,033	593	440	836	577	259	1,323	1,127	196
Escambia...	570	445	125	387	322	65	714	661	53
Franklin...	124	61	63	94	68	26	110	110	35
Gadsden...	538	275	263	936	232	137	152	111	41
Hamilton...	307	254	53	300	264	36	235	229	6
Hernando...	121	88	33	58	50	8	109	109	..
Hillsboro'.	903	753	150	804	738	66	1,131	1,096	35
Holmes....	314	305	9	203	203	..	152	152	..
Jackson...	882	480	402	237	126	111	676	634	42
Jefferson...	578	141	437	480	132	348	271	213	58
LaFayette..	190	188	2	80	76	4	..	..	..
Lake.....	353	273	80	294	253	41	179	179	..
Lee.....	152	145	7	114	105	9	121	120	1
Leon.....	452	134	218	332	110	217	194	170	24
Levy.....	298	230	68	290	245	44	328	296	32
Liberty...	80	55	25	83	60	23	77	76	1
Madison...	733	331	402	459	240	219	168	110	58
Manatee...	241	228	13	240	230	10	267	267	..
Marion...	803	422	381	695	494	201	583	484	99
Monroe...	201	137	64	283	215	68	144	61	83
Nassau....	313	191	122	185	145	40	175	149	26
Orange....	387	277	110	423	308	115	472	428	44
Osceola....	199	182	14	95	95	..	77	77	..
Pasco.....	166	167	2	211	209	2	188	188	..
Polk.....	508	453	55	477	430	47	686	671	15
Putnam...	376	229	147	349	235	114	374	304	43
St. John's..	359	275	84	251	204	47	64	60	4
Santa Rosa	469	425	44	277	269	17	102	102	..
Sumter....	309	244	65	190	173	17	81	81	..
Suwannee...	538	403	135	404	332	72	520	505	15
Taylor...	261	259	2	168	168	..	39	39	..
Valusia...	401	265	136	309	218	91	460	438	22
Wakulla...	163	112	50	104	80	24	63	63	..
Walton....	461	396	65	424	396	28	147	147	..
Washin'tn	488	401	87	423	409	14	54	54	..

TABLE VII.—Showing the Number of Teachers Positions Filled and Number of Individual Teachers Employed.

1902-1903 Counties.	Teachers' Posi- tions Filled			Number of Different Teachers Employed.							
	Total Both Races	Total White	Total Negro	Total Both Races	Total White	Total Negro	Whites		Negroes		
							Male	Female	Male	Female	
The State.....	3,304	2,426	878	2,831	2,175	656	627	1,548	265	391	
Alachua.....	195	115	80	146	105	41	25	80	20	21	
Baker.....	40	35	5	35	30	5	19	11	2	3	
Bradford.....	69	59	10	64	59	5	16	43	5	0	
Brevard.....	66	55	11	53	45	8	5	40	2	6	
Calhoun.....	33	23	10	22	18	4	6	12	4		
Citrus.....	35	29	6	30	27	3	5	22	2	1	
Clay.....	52	42	10	45	37	8	7	30	2	6	
Columbia.....	96	63	33	72	51	21	14	37	13	8	
Dade.....	49	35	14	49	35	14	6	29	7	7	
DeSoto.....	83	81	2	72	70	2	34	36	2		
Duval.....	186	109	77	184	109	75	5	104	15	60	
Escambia.....	114	84	30	97	76	21	8	68	7	14	
Franklin.....	21	13	8	21	13	8	3	10	2	5	
Gadsden.....	80	40	40	59	36	23	15	21	11	13	
Hamilton.....	70	53	17	63	52	11	15	37	4	7	
Hernando.....	31	24	7	28	24	4	3	21	2	2	
Hillsborough..	181	158	23	180	157	23	40	117	6	17	
Holmes.....	54	52	2	39	38	1	20	18	1		
Jackson.....	131	86	45	85	60	25	22	38	22	3	
Jefferson.....	73	32	41	71	32	39	10	22	21	18	
LaFayette.....	45	44	1	33	32	1	14	18	1		
Lake.....	68	54	14	63	54	9	17	37	4	5	
Lee.....	28	27	1	25	24	1	8	16	1		
Leon.....	85	41	44	80	40	40	9	31	7	33	
Levy.....	58	44	14	50	39	11	18	21	7	4	
Liberty.....	23	14	9	17	10	7	4	6	3	4	
Madison.....	90	59	31	62	50	12	27	23	7	5	
Manatee.....	58	53	5	53	49	4	22	27	1	3	
Marion.....	150	91	59	150	91	59	25	66	12	47	
Monroe.....	24	16	8	26	18	8	1	17	2	6	
Nassau.....	57	36	21	49	34	15	4	30	5	10	
Orange.....	92	72	20	91	71	20	9	62	6	14	
Osceola.....	30	27	3	27	24	3	11	13	1	2	
Pasco.....	44	41	3	43	40	3	8	32	2	1	
Polk.....	119	106	13	113	102	11	27	75	3	8	
Putnam.....	88	56	32	74	56	18	15	41	9	9	
St. Johns...	60	45	15	58	43	15	5	38	5	10	
Santa Rosa...	78	69	9	56	50	6	20	30	3	3	
Sumter.....	51	37	14	41	32	9	7	27	4	5	
Suwannee.....	94	66	28	74	54	20	21	33	11	9	
Taylor.....	40	38	2	28	27	1	23	4	1		
Volusia.....	77	55	22	71	55	16	13	42	6	10	
Wakulla.....	32	22	10	27	22	5	10	12	2	3	
Walton.....	76	63	13	54	44	10	15	29	6	4	
Washington..	78	62	16	51	40	11	16	24	6	5	

TABLE VIII.—Showing the Grades of County Certificates held by Teacher's Employed.

1902-1903 Counties.	First Grade			Second Grade.			Third Grade			Grand Total
	Total	White	Negro	Total	White	Negro	Total	White	Negro	
The State.....	693	640	53	1281	994	287	708	410	298	*2,682
Alachua.....	34	30	4	60	41	19	49	31	18	143
Baker.....	7	7	..	19	16	3	6	4	2	32
Bradford.....	18	18	..	29	24	5	13	13	..	60
Brevard.....	16	15	1	28	23	5	9	7	2	53
Calhoun.....	4	4	..	12	9	3	6	5	1	23
Citrus.....	12	12	..	14	13	1	4	2	2	30
Clay.....	13	11	2	27	22	5	3	3	..	43
Columbia.....	17	16	1	30	17	13	24	18	6	71
Dade.....	20	17	3	21	13	8	6	4	2	47
DeSoto.....	18	18	..	25	24	1	27	26	1	70
Duval.....	33	26	7	94	59	35	49	18	31	176
Escambia.....	11	11	..	59	52	7	19	7	12	89
Franklin.....	4	3	1	12	7	5	2	1	1	18
Gadsden.....	10	9	1	24	17	7	24	9	15	58
Hamilton.....	14	14	..	27	26	1	17	7	10	58
Hernando.....	10	10	..	14	12	2	3	1	2	27
Hillsborough.....	47	46	1	106	91	15	17	10	7	170
Holmes.....	7	7	..	17	16	1	19	19	..	43
Jackson.....	23	21	2	37	28	9	23	9	14	83
Jefferson.....	6	6	..	16	10	6	44	11	33	66
FaFayette.....	15	15	..	11	11	..	4	3	1	30
Lake.....	20	20	..	25	20	5	15	11	4	60
Lee.....	4	4	..	12	11	1	5	5	..	21
Leon.....	15	14	1	24	12	12	40	13	27	79
Levy.....	11	9	2	23	16	7	15	13	2	49
Liberty.....	4	4	..	13	6	7	..	..	..	17
Madison.....	20	16	4	29	25	4	13	9	4	62
Manatee.....	19	18	1	23	22	1	10	8	2	52
Marion.....	27	25	2	41	28	13	79	35	44	147
Monroe.....	1	..	1	3	..	3	3	..	3	7
Nassau.....	7	6	1	21	16	5	15	7	8	43
Orange.....	20	17	3	48	39	9	20	13	7	88
Osceola.....	7	7	..	16	14	2	4	3	1	27
Pasco.....	15	15	..	22	20	2	5	4	1	42
Polk.....	30	28	2	56	53	3	11	7	4	97
Putnam.....	11	9	2	34	25	9	22	17	5	67
St. Johns.....	11	9	2	35	28	7	9	4	5	51
Santa Rosa.....	21	20	1	27	23	4	7	6	1	55
Sumter.....	8	7	1	21	16	5	11	8	3	45
Suwannee.....	33	29	4	29	19	10	9	3	6	70
Taylor.....	7	7	..	16	15	1	5	5	..	21
Volusia.....	35	32	3	24	15	9	11	7	4	78
Wakulla.....	6	6	..	11	11	..	6	1	5	20
Walton.....	17	17	..	24	14	10	11	11	..	53
Washington.....	5	5	..	22	15	7	14	12	2	42

* Discrepancy of 149 between this and the number of different teachers in Table VII due to aged, temporary, state, life and primary life certificates in existence.

TABLE IX.—Results of Uniform Examinations.

1902—1903. Counties.	Total Number of Examinees.	Failed to Pass.	No. and Grade of Certificates Issued.												
			White						Negro.						
			1st Grade.		2nd Grade.		3rd Grade.		1st Grade.		2nd Grade.		3rd Grade.		
			White	Negroes	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
The State...	1,841	234	339	60	110	101	283	101	288	4	1	43	34	79	114
Alachua....	122	29	32	5	2	4	12	4	20			2	1	7	4
Baker.....	23	2	5	1	1	2	1	2	2	1		2		3	2
Bradford....	36	11	3	1	1	5	4	4	6			1			
Brevard.....	22	3	3	1	5	1	6		2					1	
Calhoun....	6	3	1						1					1	
Citrus.....	14	3			1	1	5		3						
Clay.....	17	1	1		2	1	4	1	6					1	
Columbia....	67	14	6	3	5	6	16	5	12						
Dade.....	29	6	7	2	1	1		1	6					3	2
DeSoto....	61	13	1	4	4	7	6	10	15					1	
Duval.....	141	7	52	2	15	1	27		19	1		4	1	3	9
Escambia....	60	2	24		2	2	5	3	8			2		1	11
Franklin....	14		4		2		1		6						1
Gadsden....	45	6	13		1	3	4	1	5				1	5	6
Hamilton....	51	3	5	6	4	8	14	2	8					1	
Hernando....	14	7	1		1		3		2						
Hillsboro....	105	13	12	2	12	6	20	6	10	1		3	13		9
Holmes.....	57	26	1	1		4	4	9	11					1	
Jackson....	90	10	15	4	3	8	8	12	12			6		10	3
Jefferson....	84	7	20	1	1	1	4	2	10			9	4	15	10
LaFayette....	12	2					3	4	2					1	
Lake.....	42	1	4		5	3	13	3	9					1	3
Lee.....	11	3					2	1	5						
Leon.....	28	5	4		1	2	5	2	3			1	2	1	2
Levy.....	30	5	2	1		3	1	6	9			1			2
Liberty....	9		3			2	2		1						1
Madison....	22	4	5	2	1	3	3	1	1			1			1
Manatee....	27	6		4	3	2	9	1	2						
Marion.....	114	4	43	4	1		10	2	20			2		5	23
Monroe....	10	6	1	1			1		1					1	
Nassau....	19		6	1	2		1		2			1	1	2	3
Orange.....	75	14	15	1	10	2	11	2	9			3		2	6
Osceola....	20	4	2	1	1	1	4	1	4				1		1
Pasco.....	38	7	2	1	7	1	14		5						1
Polk.....	21			1	3	1	9	1	4				2		
Putnam....	68	11	16	1	3	2	16	1	7				3	3	2
St. Johns...	38		4			3	2	19		1		1	3	1	3
Santa Rosa...	29	8	2	1	1		6		11						
Sumter....	12	4		1		1		1	3					1	1
Suwannee...	35	4	11	1	2	3	1	1				3	2	3	4
Taylor.....	11	1		3		2	1	4							
Volusia....	36	8	11	4			3		10						
Wakulla....	26	9				5	2		5					3	2
Walton....	30	6	1		4	3	2	4	7			1		1	1
Washington.	20	6	1			2	2	4	3					1	1

TABLE X.—(a) Average Age of Teachers. (b) Average Months' Experience.

1902-1903 Counties	Average Age					Average Experience				
	All Teachers	White		Negro		All Teachers	White		Negro	
		Male	Female	Male	Female		Male	Female	Male	Female
State.	27	31	25	32	27	41	50	32	71	43
Alachua.....	27	28	24	30	34	38	43	32	36	57
Baker.....	26	28	23	23	33	28	24	21	5	94
Bradford.....	23	27	21	27	..	23	33	16	51	..
Brevard.....	27	30	25	42	27	37	67	29	110	44
Calhoun	26	28	25	33	..	33	38	22	58	..
Citrus.....	26	31	25	30	24	36	36	35	56	23
Clay.....	24	21	25	30	27	27	18	24	18	50
Columbia.....	24	27	22	26	25	34	36	15	89	33
Dade.....	28	33	26	34	27	44	48	32	82	54
DeSoto	26	28	24	32	..	36	39	32	58	..
Duval.....	29	47	28	32	27	51	146	48	78	42
Escambia.....	32	42	29	38	31	72	156	57	105	78
Franklin... ..	25	27	20	39	26	44	65	15	52	79
Gadsden.....	29	31	26	35	25	42	40	34	73	20
Hamilton.....	24	25	23	32	24	26	32	22	50	22
Hernando	25	24	24	33	25	27	22	25	65	12
Hillsborough.....	28	34	26	34	27	40	54	36	25	25
Holmes.....	31	36	25	24	..	30	42	15	48	..
Jackson.....	27	30	25	30	22	47	49	29	80	29
Jefferson.....	28	36	28	30	22	30	83	46	32	13
FaFayette.....	21	18	23	37	..	24	22	22	76	..
Lake.....	29	33	26	33	30	51	73	32	104	71
Lee.....	29	36	25	35	..	41	61	30	60	..
Leon.....	30	30	28	40	29	52	69	59	110	47
Levy.....	24	25	21	31	27	35	34	13	91	56
Liberty.....	34	38	36	32	30	31	27	39	43	14
Madison.....	26	28	21	31	28	34	49	12	46	33
Manatee.....	27	29	25	50	24	35	49	23	117	12
Marion.....	24	32	19	34	25	32	55	19	65	28
Monroe.....	32	39	31	37	32	73	144	65	112	71
Nassau.....	27	34	24	35	29	45	75	26	80	53
Orange.....	30	44	28	34	28	51	115	41	79	44
Oceola.....	30	35	27	30	25	52	75	34	93	17
Pasco.....	29	38	27	32	27	34	46	24	143	26
Polk.....	29	36	27	32	37	40	52	33	75	46
Putnam.....	28	34	24	37	29	39	39	20	110	52
St. Johns.....	27	37	26	27	24	43	84	35	57	47
Santa Rosa	27	29	24	40	24	45	44	41	104	36
Sumter.....	29	37	26	32	28	48	67	35	86	60
Suwannee.....	26	30	26	23	18	45	50	39	51	47
Taylor.....	23	23	23	29	..	21	20	19	58	..
Volusia.....	28	30	27	33	29	57	50	38	70	67
Wakulla.....	22	25	17	33	22	29	30	14	124	25
Walton.....	25	26	22	33	26	45	79	19	93	28
Washington.....	27	35	26	29	27	43	36	33	93	46

TABLE XI.—Showing Certain Facts Relating to Teachers Employed.

1902--1903 Counties.	Graduates of Normal Schools				Attendance at Summer Schools				Attendance at Teachers' Association		Subscribers to Educational Journals		Non-Resident Teachers			
	White		Negro		White		Negro		Attendance at Teachers' Association		Subscribers to Educational Journals		Of County		Of State	
	Male	Female	Male	Female	Male	Female	Male	Female	White	Negro	White	Negro	White	Negro	White	Negro
State.	112	162	34	50	125	340	61	77	282	103	1225	436	342	100	108	6
Alachua....	13	7	..	..	15	20	17	23	48	10	77	41	14	..	..	..
Baker.....	..	..	..	1	..	..	..	..	1	..	6	..	17	4	3	..
Bradford....	10	8	..	..	12	19	..	..	2	..	41	4	6	1	1	..
Brevard.....	3	5	..	1	1	16	..	1	10	..	35	7	10	4	7	..
Calhoun.....	..	..	..	..	..	..	..	..	..	..	8	3	9	1	..	..
Citrus.....	2	2	..	..	4	19	..	..	14	..	17	2	8	..	..	..
Clay.....	1	4	1	..	2	9	1	1	7	..	11	4	10	6	2	..
Columbia....	8	6	2	2	4	12	10	4	9	2	20	17	12	3	6	..
Dade.....	3	4	..	..	..	..	..	..	18	..	27	11	8	6	6	..
DeSoto.....	..	1	..	..	9	8	..	..	9	..	28	..	3	..	4	..
Duval.....	2	5	..	5	..	4	5	10	5	18	29	63	5	..	..	..
Escambia....	1	7	1	4	..	35	5	12	..	..	69	19	3	..	4	..
Franklin....	2	..	1	..	..	..	..	..	2	..	10	6	2	1	2	..
Gadsden....	2	3	..	..	1	3	..	..	3	..	37	17	..	..	4	..
Hamilton....	5	6	..	..	4	5	..	..	3	..	26	4	27	3	6	..
Hernando....	1	3	1	1	..	4	..	1	10	1	17	3	8	2	2	..
Hillsboro'...	3	8	2	3	25	28	2	1	2	1	97	14	7	2	12	..
Holmes.....	..	..	..	..	..	..	..	..	2	..	5	..	6	1	2	..
Jackson.....	5	..	1	1	2	..	1	..	2	..	32	16	2	1	1	..
Jefferson....	2	3	1	1	2	3	2	..	3	..	15	17	4	2	2	..
LaFayette...	4	2	..	..	..	2	..	..	..	..	10	..	9	..	1	..
Lake.....	1	1	1	..	4	12	..	..	11	..	34	6	9	..	1	..
Lee.....	1	2	..	..	2	8	..	..	1	..	20	..	4	..	..	..
Leon.....	1	4	1	3	3	11	..	..	2	..	8	8	..	..	..	..
Levy.....	5	1	..	..	2	4	2	1	4	2	23	7	16	9	2	..
Liberty.....	..	..	..	..	..	..	..	..	..	..	2	1	4	4	..	..
Madison.....	4	..	1	..	..	..	..	..	10	..	25	9	20	..	2	3
Manatee.....	5	2	..	..	3	4	..	..	1	..	26	3	6	4	..	..
Marion.....	5	12	3	7	12	28	7	12	13	50	56	28	13	7	5	1
Monroe.....	..	..	..	..	..	..	..	..	..	..	18	8	..	..	..	..
Nassau.....	1	3	1	1	1	11	2	..	3	6	15	8	..	..	6	1
Orange.....	1	7	2	2	3	38	1	..	35	..	47	13	..	..	1	..
Osceola.....	..	..	..	..	1	1	..	..	12	..	16	2	1	2	1	..
Pasco.....	..	..	..	..	1	9	1	..	5	..	18	8	4	1	..	..
Polk.....	2	10	1	..	..	..	..	..	4	..	55	3	10	4	6	..
Putnam.....	1	2	4	8	4	11	..	..	5	1	30	13	..	1	2	..
St. Johns....	1	3	2	1	..	1	1	1	2	..	26	10	13	3	2	..
Santa Rosa...	3	11	..	1	1	2	..	..	4	..	32	6	21	3	5	1
Sumter.....	..	..	..	..	1	11	2	2	7	4	14	7	6	4	1	..
Suwannee....	6	11	6	6	1	..	1	4	3	1	23	13	16	4	7	..
Taylor.....	1	..	..	..	..	..	..	..	1	..	12	..	6	1	..	..
Volusia.....	2	11	2	2	2	9	1	4	9	3	39	14	11	1	..	..
Wakulla.....	..	..	..	..	..	..	..	..	3	..	11	6	..	..	..	..
Walton.....	3	7	..	..	1	3	..	..	1	..	18	10	7	9	..	..
Washington	1	1	..	..	1	..	..	..	..	..	40	11	7	6	2	..

TABLE XII—Highest and Lowest Monthly Salaries Paid Teachers.

1902-1903 Counties	Highest.				Lowest.			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
The State	175	100	90	50	14	10	15	15
Alachua.....	100	75	75	30	25	25	25	25
Baker.....	60	35	25	25	20	20	20	20
Bradford.....	100	50	35	..	25	25	20	..
Brevard.....	75	65	40	35	30	15	30	25
Calhoun.....	35	35	20	..	25	25	18	..
Citrus.....	62 50	60	22 50	20	30	25	20	20
Clay.....	70	50	35	30	20	15	30	20
Columbia.....	80	45	35	30	25	25	20	20
Dade.....	100	75	50	40	40	40	40	40
DeSoto.....	125	55	34	..	25	25	30	..
Duval.....	150	90	90	50	50	30	30	30
Escambia.....	155 55	60	50	45	30	30	20	25
Franklin.....	80	40	50	25	60	25	20	20
Gadsden.....	100	50	27	22	25	15	18	15
Hamilton.....	100	50	25	20	15	15	15	15
Hernando.....	75	45	40	40	30	25	20	20
Hillsborough.....	175	90	55	45	30	25	30	25
Holmes.....	75	40	27 50	..	25	25	27 50	..
Jackson.....	100	40	30	42	20	20	17 50	17 50
Jefferson.....	100	50	30	20	20	20	12 50	15
LaFayette.....	30	30	20	..	20	20	20	..
Lake.....	100	69	40	30	30	25	18	18
Lee.....	75	50	..	..	30	15	..	..
Leon.....	85	50	50	30	25	25	16	15
Levy.....	70	50	40	25	20	20	20	20
Liberty.....	45	25	21	21	21	21	21	16
Madison.....	97 50	40	40	35	25	25	24	25
Manatee.....	100	50	35	30	25	25	..	20
Marion.....	120	65	75	35	25	25	25	20
Monroe.....	125	100	70	40	125	35	60	30
Nassau.....	100	50	75	45	30	25	20	20
Orange.....	100	75	50	25	15	25	35	18
Osceola.....	90	45	20	35	25	25	20	25
Pasco.....	60	50	35	30	35	30	35	30
Polk.....	120	75	60	40	25	20	30	20
Putnam.....	125	60	60	35	30	30	25	25
St. Johns.....	100	60	55	30	14	10	20	20
Santa Rosa.....	75	45	35	30	20	20	20	20
Sumter.....	60	50	35	35	35	25	25	25
Suwannee.....	100	65	35	35	20	20	20	20
Taylor.....	60	31 25	30	..	25	30	30	..
Volusia.....	90	60	50	35	35	30	28	27
Wakulla.....	40	20	17 50	17 50	20	30	17 50	17 50
Walton.....	60	50	30	30	20	20	20	20
Washington.....	80	55	37 50	27 50	20	20	20	20

TABLE XIII.—Average Monthly Salaries Paid Teachers.

1903-1903 Counties.	Average Monthly Salaries.				
	Both Races.	White.		Negro.	
		Male.	Female.	Male. ..	Female.
The State.....	\$ 32 78	\$ 45 49	\$ 32 13	\$ 30 50	\$ 20 93
Alachua.....	35 25	45 01	38 53	29 26	27 71
Baker.....	23 94	23 73	24 45	20 00	22 31
Bradford.....	36 56	43 48	30 79	26 25	..
Brevard.....	29 70	50 39	27 92	35 00	24 28
Calhoun.....	27 25	26 95	30 01	19 43	.....
Citrus.....	36 05	46 17	35 88	21 68	17 86
Clay.....	26 64	31 47	27 36	41 36	12 72
Columbia.....	31 15	40 68	30 41	24 09	25 39
Dade.....	44 13	64 37	43 05	40 88	34 53
DeSoto.....	38 19	47 83	35 09	32 00	.....
Duval.....	40 67	104 26	43 12	39 43	31 35
Escambia.....	38 08	52 63	37 51	39 28	31 93
Franklin.....	37 35	76 96	33 42	44 40	20 92
Gadsden.....	32 77	39 57	28 81	20 22	15 40
Hamilton.....	26 00	33 17	24 32	26 76	19 07
Hernando.....	33 25	59 90	31 09	26 40	22 87
Holtsboro.....	47 97	58 35	47 02	39 17	32 40
Holmes.....	32 91	35 96	30 02	27 50	.....
Jackson.....	28 22	40 79	25 71	19 25	33 50
Jefferson.....	25 90	45 42	32 12	17 33	17 47
LaFayette.....	25 69	25 58	26 09	20 00	.....
Lake.....	34 96	47 25	31 57	30 05	22 23
Lee.....	35 13	39 94	32 42	40 00	.....
Leon.....	26 74	44 91	32 37	31 45	15 50
Levy.....	33 36	41 03	31 54	25 99	21 29
Liberty.....	22 23	25 32	22 94	21 00	19 00
Madison.....	31 49	37 02	26 45	22 95	36 35
Manatee.....	36 74	42 10	33 11	34 38	30 83
Marion.....	35 38	53 94	33 89	39 33	26 59
Monroe.....	43 47	125 00	39 71	65 00	33 34
Nassau.....	30 75	53 35	28 62	38 06	24 46
Orange.....	38 01	53 15	38 26	38 33	24 40
Osceola.....	36 32	43 26	32 68	20 00	30 00
Pasco.....	35 88	37 32	35 76	35 00	30 00
Polk.....	34 85	40 51	33 87	42 11	22 20
Putnam.....	36 16	45 59	35 53	33 86	25 63
St. Johns.....	25 90	41 08	24 62	29 95	21 17
Santa Rosa.....	31 72	34 78	30 73	24 02	28 90
Sumter.....	32 35	46 56	29 63	32 69	25 83
Suwannee.....	35 17	40 39	35 85	30 05	26 77
Taylor.....	29 89	29 08	34 50	30 00	.....
Volusia.....	39 60	53 51	37 37	32 91	31 62
Wakulla.....	23 27	21 04	29 42	17 66	17 50
Walton.....	24 81	24 96	26 28	21 56	18 50
Washington.....	25 74	27 27	25 24	26 10	22 78

TABLE XIV.--Aggregate Salaries Paid Teachers.

1902-1903 Counties.	Total	White		Negro	
		Male	Female	Male	Female
State.	\$ 619,119 93	159,002 10	343,319 76	51,972 67	64,825 40
Alachua.....	33,727 05	7,489 25	17,128 55	4,564 50	4,544 75
Baker.....	3,118 75	1,722 50	1,048 75	130 00	217 50
Bradford.....	10,993 75	3,443 75	6,555 00	995 00	.....
Brevard.....	12,037 75	2,168 50	8,241 75	735 00	892 50
Calhoun.....	3,326 75	727 75	2,055 00	544 00	.....
Citrus.....	7,697 50	1,500 50	5,597 00	425 00	175 00
Clay.....	6,800 00	1,226 00	4,558 50	455 00	560 50
Columbia.....	13,271 25	3,705 50	6,773 50	1,828 50	963 75
Dade.....	15,877 75	2,897 00	9,364 75	1,960 00	1,656 00
De Soto.....	16,154 75	8,319 25	7,515 50	320 00	.....
Duval.....	57,589 50	4,040 00	34,737 00	4,892 50	13,920 00
Escambia.....	27,879 85	3,578 50	18,873 20	1,873 75	3,554 40
Franklin.....	5,746 00	1,720 00	2,590 00	595 00	841 00
Gadsden.....	8,927 25	2,881 00	3,146 25	1,575 00	1,325 00
Hamilton.....	7,391 75	2,290 00	4,248 00	380 00	473 75
Hernando.....	6,434 50	1,240 00	4,504 50	320 00	370 00
Hillsboro.....	55,611 25	14,773 75	36,155 00	1,410 00	3,272 50
Holmes.....	7,329 25	4,015 48	3,093 77	220 00	.....
Jackson.....	14,941 10	5,200 61	6,118 60	3,219 87	402 00
Jefferson.....	10,398 25	2,952 50	4,593 50	1,594 25	1,258 00
LaFayette.....	3,308 75	1,166 25	2,082 50	60 00	.....
Lake.....	14,660 62	5,301 37	7,709 00	918 75	731 50
Lee.....	6,837 50	2,755 00	3,802 50	280 00	.....
Leon.....	13,614 50	2,672 50	5,970 00	1,457 00	3,515 00
Levy.....	10,419 00	4,825 25	4,062 00	1,052 75	479 00
Liberty.....	2,041 00	600 00	725 00	336 00	380 00
Madison.....	10,362 30	5,094 25	3,070 25	1,252 80	945 00
Manatee.....	11,870 00	5,323 75	5,901 25	275 00	370 00
Marion.....	3,192 00	8,360 00	13,866 75	2,570 00	7,123 25
Monroe.....	9,040 00	1,000 00	5,400 00	1,040 00	1,600 00
Nassau.....	9,421 25	1,185 00	5,128 75	1,187 50	1,910 00
Orange.....	23,366 50	3,455 00	16,312 50	1,610 00	1,989 00
Osceola.....	7,222 25	3,451 75	3,260 50	100 00	410 00
Pasco.....	9,280 75	2,015 25	6,865 50	280 00	120 00
Polk.....	26,711 75	7,577 50	16,819 25	840 00	1,475 00
Putnam.....	15,277 25	3,319 00	7,759 25	2,260 00	1,939 00
St. Johns.....	11,694 90	1,555 90	7,436 50	1,115 50	1,577 00
Santa Rosa.....	9,452 75	2,984 25	5,633 50	245 00	590 00
Sumter.....	8,212 50	1,695 00	4,622 50	1,190 00	705 00
Suwannee.....	14,443 74	3,944 37	7,501 87	1,692 50	1,305 00
Taylor.....	4,875 75	3,934 50	707 25	234 00	.....
Volusia.....	19,231 00	4,780 50	10,674 50	1,777 00	2,049 00
Wakulla.....	3,543 75	1,010 75	1,741 50	441 50	350 00
Walton.....	8,554 00	2,296 50	5,197 50	690 00	370 00
Washington.....	8,514 12	2,846 62	4,171 50	1,030 00	466 00

TABLE XV.—Taxation for Schools in 1902.

PART I.—Assessed Valuation of Property. Total School Taxes Paid. One Mill State Tax.

1902—1903. Counties.	Assessed Valuation of Property 1902.	Total School Taxes of 1902 col- lected.	One Mill Tax of 1902.			
			Assessed	Collected		Amt. receiv- ed for each dollar paid.
The State.....	\$103,047,937	648,433 95	103,047 94	90,927 91		.....
Alachua.....	4,301,518	30,521 99	4,301 52	3,869 41		\$1 72
Baker.....	770,797	4,704 83	770 80	760 66		1 25
Bradford.....	1,778,345	13,363 33	1,778 35	1,643 77		1 37
Brevard.....	2,646,809	21,991 29	2,646 80	2,561 75		43
Calhoun.....	778,486	5,021 52	778 48	680 45		1 15
Citrus.....	1,199,883	9,899 65	1,199 38	1,162 19		59
Clay.....	1,052,454	8,011 28	1,052 45	1,028 96		1 12
Columbia.....	2,073,834	12,866 41	2,073 83	1,954 49		1 52
Dade.....	3,167,407	19,095 97	3,167 40	3,110 83		41
DeSoto.....	2,736,045	16,939 07	2,736 04	2,394 16		92
Duval.....	10,000,492	57,162 87	10,000 49	8,596 34		73
Escambia.....	5,859,604	27,558 62	5,859 66	4,355 45		1 03
Franklin.....	898,957	5,236 47	898 95	864 70		92
Gadsden.....	1,127,673	7,572 08	1,127 67	1,097 17		3 78
Hamilton.....	1,882,503	9,340 06	1,882 50	1,301 57		1 05
Hernando.....	1,004,203	8,630 14	1,004 20	978 85		67
Hillsborough...	8,244,187	45,586 27	8,244 18	5,888 58		1 03
Holmes.....	740,157	5,207 86	740 15	680 94		2 66
Jackson.....	2,086,934	13,676 65	2,086 93	1,887 93		2 73
Jefferson.....	1,589,545	9,638 82	1,589 54	1,308 83		3 14
LaFayette.....	927,270	5,210 39	927 27	788 18		1 07
Lake.....	2,160,624	13,806 20	2,160 62	1,944 55		83
Lee.....	1,877,668	8,157 08	1,877 66	1,284 90		59
Leon.....	2,342,850	14,074 93	2,342 85	2,336 51		2 00
Levy.....	1,577,811	9,975 89	1,577 81	1,355 04		1 28
Liberty.....	539,805	3,228 93	539 80	505 65		75
Madison.....	1,904,824	12,119 85	1,904 82	1,887 84		2 44
Manatee.....	1,963,115	14,925 48	1,963 11	1,712 21		83
Marion.....	3,962,271	27,509 10	3,962 27	3,591 57		1 63
Monroe.....	1,766,600	9,600 81	1,766 60	1,554 60		97
Nassau.....	2,001,329	12,918 28	2,001 32	1,929 37		81
Orange.....	3,519,761	26,363 69	3,519 76	3,385 60		73
Osceola.....	1,431,711	9,242 21	1,431 71	1,349 31		65
Pasco.....	1,334,116	9,744 87	1,334 11	1,233 92		92
Polk.....	3,858,150	24,645 43	3,858 15	3,660 44		87
Putnam.....	2,637,174	16,745 83	2,637 17	2,584 26		87
St. Johns.....	2,667,147	11,991 43	2,667 14	1,867 00		86
Santa Rosa.....	1,859,490	10,551 72	1,859 49	1,647 66		1 41
Sumter.....	1,277,580	7,644 13	1,277 58	1,217 56		1 14
Suwannee.....	1,865,411	12,591 69	1,865 41	1,174 15		2 52
Taylor.....	1,003,210	6,101 78	1,003 21	936 50		84
Volusia.....	3,334,326	26,237 83	3,334 32	3,270 87		79
Wakulla.....	590,949	3,894 26	590 94	567 30		1 36
Walton.....	1,575,790	9,175 86	1,575 79	1,468 74		1 35
Washington...	1,629,622	9,908 15	1,629 62	1,548 15		1 22

TABLE XV.—Taxation for Schools in 1902.

PART II—County School Tax.					
1902—1903. Counties.	No. Mills Levied	Assessed.	Collected.	Per Cent. coll.	Delinquent Taxes Paid.
The State.		\$ 513,492 85	\$ 450,799 06	88	\$ 53,521 87
Alachua.....	5	21,507 64	18,180 33	85	1,850 37
Baker.....	5	3,853 98	3,696 17	96	462 26
Bradford ..	5	8,893 71	8,188 32	92	900 39
Brevard.....	5	13,261 33	12,808 76	97	2,407 75
Calhoun.....	5	3,897 43	3,616 64	93	1,114 12
Citrus.....	5	5,996 91	5,631 89	94	331 33
Clay.....	5	5,264 33	5,058 65	96	641 07
Columbia.....	5	10,369 26	8,751 47	94	1,200 20
Dade.....	5	15,988 23	15,554 14	97	3,385 67
DeSoto.....	5	13,669 05	11,730 76	86	1,573 63
Duval.....	5	50,002 46	47,381 53	95	5,851 93
Escambia...	5	29,298 00	21,777 17	74	6,976 11
Franklin.....	5	4,494 80	4,029 77	90	....
Gadsden.....	5	5,638 93	5,485 86	97	28 42
Hamilton.....	5	6,712 51	6,507 36	97	349 68
Hernando.....	5	5,021 02	4,780 65	95	375 10
Hillsborough	5	41,220 94	31,772 95	77	4,755 54
Holmes.....	5	3,705 11	3,397 92	92	39 00
Jackson.....	5	10,434 68	9,350 50	90	138 94
Jefferson.....	4½	7,550 32	7,317 99	97	405 60
LaFayette....	5	4,636 35	3,839 80	83	3 51
Lake.....	5	10,811 38	9,615 88	89	943 48
Lee.....	5	9,395 33	5,323 79	57	3,233 42
Leon.....	5	11,714 25	10,736 42	92	9 00
Levy.....	5	7,889 00	6,775 23	86	705 15
Liberty.....	5	2,699 89	2,528 28	94	25 28
Madison.....	5	9,524 12	8,899 01	93	595 47
Manatee.....	5	9,817 59	8,092 71	82	1,519 93
Marion.....	5	19,180 36	17,957 85	93	2,392 88
Monroe.....	5	8,833 00	7,688 21	87	....
Nassau.....	5	10,033 71	9,112 35	91	1,118 55
Orange.....	5	17,598 00	17,193 09	98	1,552 16
Osceola.....	5	7,160 29	6,730 68	94	995 01
Pasco.....	5	6,670 58	5,811 06	87	864 35
Polk.....	5	19,290 75	13,839 35	72	1,176 81
Putnam.....	5	13,185 87	12,917 38	98	522 41
St. Johns.....	5	13,336 36	9,335 43	70	1,472 70
Santa Rosa...	5	9,297 43	8,251 06	89	752 53
Sumter.....	5	6,387 90	5,711 66	89	328 91
Suwannee....	5	9,307 05	8,371 67	90	1,407 60
Taylor.....	5	5,016 05	4,679 28	93	904 28
Volusia.....	5	16,871 63	15,601 36	94	....
Wakulla.....	5	2,954 75	2,836 96	96	99 35
Walton.....	4½	7,152 44	6,285 55	88	1,814 41
Washington..	5	8,148 11	7,541 77	93	298 57

TABLE XV.—(Continued).—Taxation for Schools in 1902.

1902—1903. Counties.	PART III.—Poll and District Taxes.						
	Poll Tax of 1902.			No. Districts.	District Taxes.		
	Assessed.	Collected.	Delinquent Polls.		Assessed.	Collected.	Delinquent Taxes.
The State...	64,494	36,290	20,845	250	\$90,834 88	\$70,416 38	\$5,069 55
Alachua.....	4,736	2,588	610	18	6,277 00	5,884 25	389 98
Baker.....	435	248	20	..	.....	.....	.....
Bradford....	1,137	969	162	9	2,784 52	2,563 24	181 51
Brevard.....	1,072	599	403	4	6,247 04	3,021 78	314 26
Calhoun.....	889	518	117	1	214 93	206 43	.....
Citrus.....	700	370	....	14	2,831 55	2,735 57	95 55
Clay.....	581	554	91	5	1,405 54	1,369 67	221 77
Columbia....	2,672	880	368	5	1,444 12	1,283 45	243 02
Dade.....	846	431	2,453	..	.....	.....	.....
DeSoto.....	2,134	1,000	361	6	1,992 70	1,814 15	133 41
Duval.....	3,644	1,185	6,736	2	.....	.....	178 16
Escambia....	4,549	1,426	1,101	..	.....	.....	.....
Franklin....	920	842	308	..	.....	.....	.....
Gadsden.....	1,300	989	.....	..	.....	.....	.....
Hamilton....	1,368	658	153	2	891 10	873 13	114 29
Hernando....	632	265	173	11	2,574 41	2,655 64	.....
Hillsboro'...	2,242	2,351	1,610	18	6,984 94	5,573 74	343 27
Holmes.....	1,349	1,072	....	1	67 77	57 00	.....
Jackson.....	3,215	1,988	415	3	619 00	451 22	.....
Jefferson....	2,659	1,012	10	..	.....	.....	.....
LaFayette...	733	283	....	1	426 84	299 41	.....
Lake.....	1,089	753	238	5	1,670 72	1,492 77	70 34
Lee.....	544	358	....	4	1,539 97	1,190 39	.....
Leon.....	1,302	952	....	..	.....	.....	.....
Levy.....	825	574	75	8	1,984 07	1,271 62	146 64
Liberty....	350	195	....	..	.....	.....	.....
Madison.....	2,150	1,333	261	..	.....	.....	.....
Manatee....	802	675	284	28	5,085 71	4,445 56	74 89
Marion.....	2,667	1,710	382	22	6,579 31	4,249 68	1,819 35
Monroe.....	1,850	358	....	..	.....	.....	.....
Nassau.....	783	496	522	2	1,533 24	1,380 56	365 52
Orange.....	1,278	957	172	8	5,370 37	4,823	.....
Osceola....	529	353	405	3	899 52	809 22	1 24
Pasco.....	651	349	165	30	3,611 34	2,350 89	139 27
Polk.....	1,447	1,391	548	17	6,085 91	5,704 64	.....
Putnam.....	1,047	936	....	2	316 48	308 19	1 56
St. Johns...	1,235	789	207	....	.....	.....	.....
Santa Rosa..	1,309	653	419	..	.....	.....	.....
Sumter.....	659	565	47	1	184 12	149 91	54
Suwannee...	1,634	1,101	40	4	2,143 26	1,944 87	46 38
Taylor.....	611	486	....	..	.....	.....	.....
Volusia.....	582	....	885	19	7,469 86	7,365 60	.....
Wakulla....	701	480	....	..	.....	.....	.....
Walton.....	1,257	657	363	1	855 71	764 57	180 57
Washington	1,335	441	741	5	743 68	377 28	8 68

TABLE XVI, PART 1.—Total School Funds.

1902-1903. Counties.	Receipts of 1902 and Their Sources.				
	Total Receipts Excluding Borrowed Money	Cash from Last Year	From County Taxes	From Poll Taxes	From District Taxes
The State	\$960,691 41	\$99,776 43	\$504,321 53	\$57,185	\$75,485 93
Alachua	47,671 59	1,603 78	20,030 70	3,198	6,274 23
Baker	6,464 80	502 18	4,158 43	268	.....
Bradford	20,147 75	2,079 45	9,088 71	1,131	2,743 75
Brevard	25,929 65	1,492 59	15,216 51	1,002	6,336 04
Calhoun	7,535 75	1,951 36	3,730 76	635	206 43
Citrus	18,073 75	3,013 41	5,963 22	370	2,831 12
Clay	10,928 82	14 57	5,649 72	645	1,591 44
Columbia	19,869 17	158 11	9,951 67	1,248	1,526 47
Dade	24,576 28	1,064 15	18,939 81	2,884	.....
DeSoto	25,278 93	5,308 46	13,304 39	1,361	1,947 56
Duval	96,476 31	9,274 53	53,233 46	7,921	178 16
Escambia	43,540 54	2,288 26	28,753 28	2,527	.....
Franklin	8,741 23	2,538 55	4,029 77	650	.....
Gadsden	16,485 41	4,612 73	5,514 28	989	.....
Hamilton	12,756 50	1,605 64	6,857 04	811	987 42
Hernando	12,276 42	2,553 26	5,155 75	488	2,655 64
Hillsboro	68,210 30	7,594 73	36,528 49	3,961	5,917 01
Holmes	8,008 52	1,060 00	3,436 92	1,072	57 00
Jackson	25,059 84	272 56	9,489 44	2,403	451 22
Jefferson	15,725 04	4 45	7,723 59	1,022	.....
LaFayette	8,895 29	2,579 11	3,843 31	283	299 41
Lake	17,399 81	1,998 89	10,559 86	991	1,563 11
Lee	12,313 57	1,054 60	8,556 21	355	1,190 39
Leon	17,786 91	4 89	10,795 42	952	.....
Levy	12,317 14	408 68	7,480 38	649	1,418 26
Liberty	4,118 45	528 42	2,553 56	195	.....
Madison	22,654 18	1,373 35	9,494 48	1,594	.....
Manatee	21,252 51	4,247 52	9,612 64	959	4,520 45
Marion	43,029 15	262 38	20,350 73	2,092	6,069 03
Monroe	12,811 50	1,415 63	7,688 21	358	.....
Nassau	15,564 90	525 00	10,230 90	1,018	1,746 08
Orange	37,630 76	7,033 16	18,750 25	1,129	4,823 00
Osceola	15,626 02	4,313 02	7,725 69	758	810 46
Pasco	14,984 96	3,250 58	6,675 41	514	2,490 16
Polk	28,484 57	1,443 95	15,066 16	1,939	5,704 64
Putnam	20,548 78	681 57	13,439 79	936	309 75
St. Johns	22,424 81	364 08	10,808 13	996	.....
Santa Rosa	14,314 66	1,234 67	9,003 59	1,072	.....
Sumter	13,335 04	4,294 82	6,040 57	612	150 45
Suwannee	20,741 57	2,246 76	8,779 27	1,141	1,991 25
Taylor	7,100 62	8 46	5,583 56	486	.....
Volusia	33,693 33	6,397 71	15,601 36	885	7,365 60
Wakulla	4,521 17	85 26	2,936 31	480	.....
Walton	14,571 88	1,969 91	8,099 96	1,020	945 14
Washington	15,264 25	3,141 24	7,840 34	1,182	385 26

TABLE XVI. PART II.—Total School Fund, Receipts of 1902 and Their Sources.

1902-1903. Counties.	State Apportionment.			Tuition Non- Resi- dent Pupils	Exami- nation Fees	All Other Sources
	Interest Fund	One Mill Tax.	Indian War Claim Interest			
The State	\$30,465 60	106,629 60	*53,153 26	1,770 07	1,834 25	30,119 74
Alachua.....	1,898 00	6,643 00	6,143 12	551 64	122 00	1,207 12
Baker.....	271 60	950 60	.....	94 44	23 00	196 55
Bradford.....	641 20	2,244 20	2,075 34	25 00	36 00	83 10
Brevard.....	313 60	1,097 60	.....	.....	22 00	449 31
Calhoun.....	223 60	782 60	.....	.....	6 00	.....
Citrus.....	196 00	686 00	.....	.....	14 00	.....
Clay.....	330 00	1,155 00	1,068 09	293 00	17 00	115 00
Columbia.....	851 20	2,979 20	2,755 02	.....	67 00	332 50
Dade.....	362 40	1,268 50	.....	.....	29 00	28 50
DeSoto.....	627 20	2,195 20	.....	274 12	61 00	200 00
Duval.....	1,783 60	6,242 60	5,772 86	21 75	141 00	1,907 35
Escambia.....	1,274 00	4,459 00	4,123 46	14 50	60 00	41 04
Franklin.....	226 80	793 80	.....	.....	14 00	488 31
Gadsden.....	1,183 20	4,141 20	.....	.....	45 00	.....
Hamilton.....	543 20	1,901 20	.....	.....	51 00	.....
Hernando.....	187 60	656 60	607 19	.....	14 00	8 38
Hillsborough.....	1,736 40	6,077 40	5,620 08	.....	104 00	671 19
Holmes.....	516 80	1,808 80	.....	.....	57 00	.....
Jackson.....	1,469 20	5,142 20	4,755 25	.....	90 00	986 97
Jefferson.....	1,175 20	4,113 20	.....	.....	84 00	1,602 60
LaFayette.....	242 80	849 80	785 86	.....	12 00	.....
Lake.....	461 60	1,615 60	.....	151 30	42 00	16 95
Lee.....	217 20	760 20	.....	.....	11 00	665 97
Leon.....	1,334 80	4,671 80	.....	.....	28 00	.....
Levy.....	495 20	1,733 20	.....	7 05	30 00	95 37
Liberty.....	107 60	376 60	348 27	.....	9 00	.....
Madison.....	1,330 00	4,620 00	4,272 35	.....	.....	.....
Manatee.....	404 80	1,416 80	.....	.....	27 00	64 30
Marion.....	1,670 00	5,845 00	5,405 17	.....	114 00	1,220 84
Monroe.....	429 60	1,503 60	1,390 46	.....	26 00	.....
Nassau.....	448 80	1,570 80	.....	.....	19 00	6 32
Orange.....	736 80	2,578 80	2,384 75	.....	75 00	170 00
Osceola.....	252 00	882 00	815 63	.....	20 00	49 22
Pasco.....	323 60	1,132 60	.....	.....	38 00	560 61
Polk.....	914 80	3,201 80	.....	40 25	20 00	153 97
Putnam.....	646 00	2,261 00	2,090 87	115 80	68 00	.....
St. Johns.....	456 80	1,598 80	.....	15 00	38 00	8,148 00
Santa Rosa.....	661 20	2,314 20	.....	.....	29 00	.....
Sumter.....	396 40	1,387 40	.....	.....	12 00	441 40
Suwannee.....	846 40	2,962 40	2,739 49	.....	35 00	.....
Taylor.....	224 80	786 80	.....	.....	11 00	.....
Volusia.....	737 20	2,580 20	.....	.....	36 00	89 26
Wakulla.....	220 80	772 80	.....	.....	26 00	.....
Walton.....	565 20	1,978 20	.....	22 22	31 25	.....
Washington.....	540 40	1,891 40	.....	144 00	20 00	119 61

* \$53,605.97 apportioned June 24, 1903, the other counties will likely report amounts received in reports of 1904.

TABLE XVII—Summary of Public School Expenditures.

1902—1903. Counties.	Total Warrants Drawn.	Warrants for Debts and Borrowed Money.	Total Expenditures.		
			For All Purposes.	For schools Proper.	For Admin- istration, Etc.
The State...	\$984,019 18	\$103,326 41	\$880,692 77	\$788,976 88	\$91,715 94
Alachua....	63,935 84	15,350 00	48,585 84	40,582 93	8,002 91
Baker.....	5,137 40	96 25	5,041 15	4,190 85	850 30
Bradford...	21,335 18	6,511 09	14,824 09	12,771 17	2,052 92
Brevard.....	18,313 27	....	18,313 27	15,244 78	3,068 49
Calhoun....	4,325 61	....	4,325 61	3,446 75	878 89
Citrus.....	11,835 02	1,500 00	10,335 02	8,940 47	1,394 55
Clay.....	10,029 01	....	10,029 01	8,578 10	1,450 91
Columbia...	29,324 42	10,684 63	18,639 79	16,464 31	2,175 48
Dade.....	23,942 99	....	23,942 99	22,413 77	1,529 22
DeSoto....	25,062 09	4,360 00	20,642 09	18,293 69	2,348 40
Duval.....	118,657 34	....	118,657 34	110,739 94	7,917 40
Escambia...	58,213 22	15,946 66	42,266 56	39,061 44	3,205 12
Franklin....	8,604 15	800 00	7,804 15	6,867 41	936 74
Gadsden....	10,089 45	....	10,089 45	8,927 25	1,162 20
Hamilton...	9,182 30	25 06	9,157 30	7,983 48	1,173 82
Hernando...	12,653 54	4,230 93	8,422 61	7,191 29	1,231 32
Hillsboro...	86,469 74	502 50	85,967 24	80,782 99	5,184 25
Holmes....	9,009 15	....	9,009 15	8,114 75	894 40
Jackson....	18,211 84	....	18,211 84	15,417 58	2,794 31
Jefferson...	12,728 43	....	12,728 43	11,179 44	1,548 99
LaFayette...	4,735 26	500	4,235 26	3,308 75	926 51
Lake.....	17,717 92	....	17,717 92	15,654 13	2,063 79
Lee.....	10,507 18	....	10,507 18	8,897 60	1,609 58
Leon.....	17,313 93	....	17,313 93	14,985 50	2,378 43
Levy.....	24,324 24	11,031 85	13,292 39	11,332 76	1,959 63
Liberty....	2,758 38	....	2,758 38	2,100 00	658 38
Madison....	14,986 31	....	14,986 31	12,796 15	2,190 16
Manatee....	14,364 95	....	14,364 95	12,786 26	1,578 69
Marion....	38,764 33	....	38,764 33	35,900 50	2,863 83
Monroe....	11,314 97	....	11,314 97	10,627 95	687 02
Nassau....	12,477 33	....	12,477 33	10,768 57	1,708 76
Orange....	29,221 22	....	29,221 22	26,791 96	2,429 26
Osceola...	13,184 91	1,537 50	11,647 41	10,319 08	1,328 33
Pasco.....	12,951 15	....	12,951 15	10,756 36	2,194 79
Polk.....	64,782 49	25,000 00	39,782 49	36,968 34	2,814 15
Putnam....	17,932 44	....	17,932 44	16,045 63	1,886 81
St. Johns...	15,061 85	....	15,061 85	13,568 12	1,493 73
Santa Rosa...	18,598 13	5,250 00	13,348 13	11,612 75	1,735 38
Sumter....	9,924 25	....	9,924 25	8,560 67	1,363 58
Suwannee...	19,422 93	....	19,422 93	17,860 85	1,562 08
Taylor....	6,254 56	....	6,254 56	5,236 03	1,018 53
Volusia....	25,407 19	....	25,407 19	22,802 97	2,604 22
Wakulla....	4,499 04	....	4,499 04	3,835 76	663 28
Walton....	10,456 92	....	10,456 92	9,559 67	897 25
Washington.	10,957 31	....	10,957 31	8,760 13	1,297 18

TABLE XVIII.—Expenditures for Schools Proper, Itemized.
PART I—Grand Total, Total for Salaries of Teachers, Etc.

1902-1903 Counties	Grand Total.	Salaries of Teachers ✓	School Lots. ✓	New Buildings ✓	Repairs. ✓
The State	\$788,976 83	\$619 119 93	\$1,363 31	\$90,587 19	\$17,982 97
Alachua.....	40,582 93	33,727 05	.....	5,079 73	730 70
Baker.....	4,190 85	3,118 75	10 00	467 83	86 83
Bradford.....	12,771 17	10,993 75	.....	.....	890 25
Brevard.....	15,244 78	12,037 75	200 00	1,294 00	250 16
Calhoun.....	3,446 75	3,326 75	.....	120 00	.....
Citrus.....	8,940 47	7,697 50	.....	.....	177 76
Clay.....	8,578 10	6,800 00	.....	412 00	42 40
Columbia.....	16,464 31	13,271 25	.....	2,195 51	176 87
Dade.....	22,413 78	15,877 75	321 06	2,878 59	1,009 71
DeSoto.....	18,298 69	16,154 75	75 00	1,332 80	1,366 60
Duval.....	110,739 94	57,589 50	.....	35,580 95	2,148 77
Escambia.....	39,061 44	27,879 85	.....	6,082 06	2,013 45
Franklin.....	6,867 41	5,746 00	.....	.....	511 40
Gadsden.....	8,927 25	8,927 25	.....	.....	.....
Hamilton.....	7,983 48	7,391 75	130 75	190 00	119 35
Hernando.....	7,191 29	6,434 50	10 00	54 47	98 83
Hillsborough.....	80,782 99	55,611 25	.....	17,140 57	1,496 03
Holmes.....	8 114 75	7 329 25	375 00	8 50	.....
Jackson.....	15,417 55	14,441 10	.....	216 16	31 49
Jefferson.....	11,179 44	10,398 25	.....	.....	637 87
LaFayette.....	3,308 75	3,308 75	.....	.....	.....
Lake.....	15,654 13	14,660 62	.....	320 96	237 69
Lee.....	8,897 60	6,837 50	.....	506 57	565 18
Leon.....	14,935 50	13,614 50	.....	293 60	210 75
Levy.....	11,332 76	10,419 00	.....	460 80	210 00
Liberty.....	2,100 00	2,041 00	.....	35 00	24 00
Madison.....	12,796 15	10,362 30	.....	1,814 40	199 15
Manatee.....	12,786 26	11,870 00	.....	299 66	417 60
Marion.....	35,900 50	31,920 00	.....	2,490 00	221 03
Monroe.....	10,627 95	9,040 00	.....	300 00	250 00
Nassau.....	10,768 57	9,432 25	3 00	440 00	279 68
Orange.....	26,791 96	23,366 50	.....	432 00	1,673 17
Osceola.....	10,319 08	7,222 25	.....	1,608 49	29 60
Pasco.....	10,756 36	9,280 75	.....	425 49	632 07
Polk.....	36,968 34	26,711 75	25 00	3,649 59	363 83
Putnam.....	16,045 63	15,277 25	184 00	.....	113 84
St. Johns.....	13,566 12	11,684 90	.....	.....	573 95
Santa Rosa.....	11,612 75	9,452 75	.....	706 84	45 45
Sumter.....	8,560 67	8,212 50	.....	168 76	97 23
Suwannee.....	17,860 85	14,443 74	.....	1,546 29	590 08
Taylor.....	5,336 03	4,875 75	7 50	161 83	21 19
Volusia.....	22,802 97	19,231 00	.....	880 00	271 73
Wakulla.....	3,835 76	3,543 75	22 00	226 21	.....
Walton.....	9,559 67	8,554 00	.....	603 65	82 72
Washington.....	8,760 13	8,514 12	.....	.....	145 00

TABLE XVIII.—Expenditures for Schools Proper Itemized.
PART II.—Other Expenditures for Schools Proper.

1902-1903 Counties.	Furniture 5 ✓	Apparatus 6 ✓	Insurance 7 ✓	Rents 8 ✓	Janitors 9 ✓
The State.....	\$16,724 68	2,059 53	3,897 53	1,802 50	6,594 98
Alachua.....	157 09				187 60
Baker.....		37 50			
Bradford.....	185 88	230 72			38 80
Brevard.....	370 05		492 70	32 00	
Calhoun.....					
Citrus.....	87 47	44 30			
Clay.....	175 62	34 20	51 15	12 00	5 00
Columbia.....	439 75		45 00		91 15
Dade.....	808 23		72 73	163 00	161 00
DeSoto.....	63 00	1 75	62 10	20 00	32 00
Duval.....	2,846 59	195 15	830 00	348 50	1,899 75
Escambia.....	722 97		308 00	230 00	779 00
Franklin.....	254 73			40 00	183 45
Gadsden.....					
Hamilton.....	136 63				
Hernando.....	15 00	196 00		10 00	64 00
Hillsboro'.....	2,428 46	190 36	169 05	580 00	772 38
Holmes.....		375 00	27 00		
Jackson.....	132 38		15 00		33 10
Jefferson.....	111 32		32 00		
LaFayette.....					
Lake.....	88 60	43 05			97 25
Lee.....	327 97	40 00		260 0	37 00
Leon.....	95 00				107 70
Levy.....	65 24	33 36			
Liberty.....					
Madison.....	240 95		73 50		11 75
Manatee.....	155 96				18 00
Marion.....	204 52		68 18		220 00
Monroe.....				200 00	638 00
Nassau.....	124 91	83 25	78 00	77 60	48 00
Orange.....	229 50		47 87		169 10
Osceola.....	437 54		145 00		60 00
Pasco.....	152 13				48 00
Polk.....	3,112 71	370 23	734 00		
Putnam.....	84 66	1 70			
St. Johns.....	226 25	23 45	11 25		350 00
Santa Rosa.....	949 27		314 35	40 00	
Sumter.....	82 18				
Suwannee.....	806 90		147 15		52 00
Taylor.....	15 75	154 01			
Volusia.....	201 32		176 50		520 65
Wakulla.....					
Walton.....	159 75	5 00			
Washington.....	28 40			24 00	

TABLE XVIII.—Expenditures for Schools Proper Itemized.
PART III.—Other Expenditures for Schools Proper.

1902-1903 Counties.	Fuel. 10 ✓	Free Books. 11 ✓	Transportation of Pupils. 12 ✓	School Incidentals. 13 ✓	Tuition of County Line Pupils. 14 ✓
The State.....	\$2,510 58	\$2,653 81	\$11,291 19	\$11,309 60	\$1,079 03
Alachua.....	27 65	....	....	663 05	10 00
Baker.....	....	446 20	....	23 74	....
Bradford.....	11 75	215 59	3 00	88 43	113 00
Brevard.....	....	553 66	60 00	154 38	....
Calhoun.....	....	....	....	....	....
Citrus.....	....	582 31	317 40	26 68	7 05
Clay.....	9 00	10 00	560 27	64 58	371 88
Columbia.....	46 31	....	....	198 47	....
Dade.....	22 25	....	857 60	241 85	....
DeSoto.....	....	72 11	....	113 58	....
Duval.....	828 00	....	5,297 95	3,080 34	94 44
Escambia.....	562 10	....	....	484 01	....
Franklin.....	117 97	....	....	13 86	....
Gadsden.....	....	....	....	....	....
Hamilton.....	....	....	....	15 00	....
Hernando.....	10 60	297 89	....	....	....
Hillsborough.....	104 25	20 79	1,288 32	940 98	40 25
Holmes.....	....	....	....	....	....
Jackson.....	40 00	....	....	7 50	....
Jefferson.....	....	....	....	....	....
FaFayette.....	....	....	....	....	....
Lake.....	20 35	5 83	....	180 08	....
Lee.....	6 00	....	30 70	460 68	....
Leon.....	65 75	....	150 00	398 20	....
Levy.....	8 85	....	....	135 51	....
Liberty.....	....	....	....	....	....
Madison.....	29 60	....	124 50	....	....
Manatee.....	6 50	....	....	18 54	....
Marion.....	60 00	....	466 97	200 00	49 80
Monroe.....	....	....	....	229 95	....
Nassau.....	44 65	....	32 00	136 83	....
Orange.....	217 16	80 60	347 65	238 41	....
Osceola.....	12 75	351 13	346 02	111 30	....
Pasco.....	10 55	132 90	36 00	38 47	....
Polk.....	....	37 64	674 00	1,098 76	189 93
Putnam.....	....	....	228 20	28 80	127 68
St. Johns.....	128 54	11 46	149 98	331 34	75 00
Santa Rosa.....	....	....	....	107 09	....
Sumter.....	....	....	....	....	....
Suwannee.....	....	....	17 30	257 39	....
Taylor.....	....	....	....	....	....
Volusia.....	110 00	35 70	302 43	1,073 64	....
Wakulla.....	....	....	....	44 00	....
Walton.....	10 06	....	....	55 55	....
Washington.....	....	....	....	48 61	....

TABLE XIX.—Expenditures for Administration Itemized.

PART I—Cost of Officials.

1902—1903. Counties.	Total	Salary of Superin- tendent 1 ✓	Travel- ing Ex- penses Superin- tendent 2 ✓	Per diem and Mile age School Board 3 ✓	Inciden- tal Ex- penses Supt and Board 4 ✓	Commis- sions Paid Treasur- er 5 ✓
The State..	\$91,715 94	32,996 67	1,719 23	9,384 46	4,888 93	9,138 15
Alachua...	8,002 91	1,400 00	.....	399 15	736 04	643 90
Baker.....	850 30	385 00	11 55	123 20	38 33	99 19
Bradford..	2,052 02	600 00	6 00	165 80	105 68	865 64
Brevard...	3,068 49	900 00	41 10	364 80	42 00	.....
Calhoun...	878 86	420 00	30 00	185 20	88 66	107 50
Citrus.....	1,394 55	630 00	20 00	169 40	173 08	198 42
Clay.....	1,450 91	600 00	39 15	201 00	85 99	79 15
Columbia..	2,175 48	640 00	28 75	165 80	82 50	373 48
Dade.....	1,529 22	600 00	69 80	386 80	430 33	.....
DeSoto....	2,348 40	900 00	.....	252 40	147 87	.....
Duval.....	7,917 40	1,500 00	185 25	270 00	649 43	.....
Escambia..	3,205 12	1,200 00	146 00	192 00	214 00	.....
Franklin..	936 74	300 00	7 00	202 50	29 50	184 74
Gadsden...	1,162 20	720 00	.....	122 80	.....	209 80
Hamilton..	1,173 82	480 00	.....	165 20	36 65	235 45
Hernando..	1,231 32	600 00	27 15	173 20	19 75	143 83
Hillsboro'.	5,184 25	1,800 00	300 00	365 20	85 92	344 00
Holmes....	894 40	480 00	39 90	136 01	23 31	116 58
Jackson...	2,794 31	900 00	.....	294 10	56 63	393 26
Jefferson..	1,548 95	660 00	33 60	164 80	62 93	292 52
LaFayette.	926 51	360 00	18 30	269 50	45 50	121 42
Lake.....	2,063 79	1,080 00	200 00	234 10	44 04	309 52
Lee.....	1,609 58	450 00	153 65	192 50	76 05	137 09
Leon.....	2,378 43	1,020 00	.....	111 60	35 00	360 63
Levy.....	1,959 63	660 00	16 90	243 00	122 28	279 65
Liberty...	658 88	175 00	20 00	194 80	12 00	67 78
Madison...	2,190 16	660 00	.....	260 80	.....	.....
Manatee...	1,578 69	690 00	17 35	113 55	12 50	318 69
Marion...	2,863 83	900 00	32 10	216 20	43 95	675 59
Monroe...	687 02	540 00	.....	72 00	40 02	.....
Nassau....	1,708 76	600 00	27 96	257 20	97 06	291 90
Orange....	2,429 26	1,200 00	.....	188 20	138 45	730 66
Osceola...	1,328 33	600 00	.....	255 00	20 55	259 71
Pasco.....	2,194 79	720 00	27 00	145 00	23 50	206 09
Polk.....	2,814 15	1,000 00	.....	197 85	258 08	.....
Putnam...	1,886 81	900 00	.....	214 40	60 55	.....
St. Johns..	1,495 73	720 00	64 25	103 50	239 01	50 00
Santa Rosa	1,735 88	810 00	26 17	230 70	67 31	105 00
Sumter....	1,363 58	600 00	.....	127 20	133 98	.....
Suwannee..	1,562 08	766 67	15 00	155 70	16 38	85 95
Taylor...	1,018 53	420 00	.....	170 10	46 85	.....
Volusia...	2,604 22	1,000 00	100 00	417 00	134 02	527 35
Wakulla...	663 28	360 00	.....	168 00	.....	89 98
Walton....	897 25	600 00	6 40	177 60	60 15	.....
Washin't'n	1,297 18	540 00	9 00	167 60	53 15	228 68

TABLE XIX.—Expenditures for Administration Itemized.
PART II.—Other Expenditures.

1902—1903 Counties.	Interest on Debts & Loans. 6. ✓	Institutes and Summer Schools. 7. ✓	Books, Etc. 8. ✓	Printing. 9. ✓	Expense of Examinations. 10. ✓	All Other Purposes. 11. ✓
The State....	\$20,994 24	\$ 889 28	\$1309 15	\$2171 23	\$2611 50	\$5613 10
Alachua.....	\$4,704 72				\$119 10	
Baker.....	43 55			43 52	67 00	\$88 96
Bradford.....	192 00			34 00	83 89	
Brevard.....	266 18	78 00		160 92	74 10	1,141 39
Calhoun.....				30 00	17 50	
Citrus.....		9 50		172 35	21 80	
Clay.....	222 24			72 05	21 50	129 83
Columbia.....	446 92		325 88	29 75	72 40	
Dade.....					42 29	
DeSoto.....	127 33	383 20	339 80		94 60	133 20
Duval.....	4,721 06			248 02	155 60	188 04
Escambia.....	1,252 87	35 00		34 00	62 25	69 00
Franklin.....		66 00			41 40	105 60
Gadsden.....				24 00	58 60	27 00
Hamilton.....	160 52			37 00	51 00	8 00
Hernando.....	80 00			35 90	23 70	122 79
Hillsboro'.....	1,061 87	158 50	162 06	82 60	88 80	135 30
Holmes.....			23 00	26 00	46 60	
Jackson.....	890 27			51 25	98 80	110 00
Jefferson.....	105 92		75 06	23 09	104 55	26 61
LaFayette.....	75 89			24 00	12 00	
Lake.....	3 52	10 50	84 69	53 97	43 45	
Lee.....		110 28		100 00	27 30	362 71
Leon.....	299 33			43 35	102 40	406 12
Levy.....	385 53	7 80		20 00	37 60	184 87
Liberty.....			104 00	55 80	29 00	
Madison.....	425 53		134 53	33 25		676 05
Manatee.....	327 38			42 00	77 40	69 82
Marion.....	617 82	6 00		116 25	114 00	141 92
Monroe.....					35 00	
Nassau.....	334 84			23 50	76 30	
Orange.....	78 95			18 00	75 00	
Osceola.....	37 50			31 30	12 30	111 97
Pasco.....	461 35	12 50	50 13	10 00	61 10	478 12
Polk.....	1,261 27				97 00	
Putnam.....	616 21			28 25	67 40	
St. Johns.....	258 82			6 00	54 15	
Santa Rosa.....	246 02			50 00	65 51	134 67
Sumter.....	17 48			30 00	16 60	438 32
Suwannee.....	253 41			105 35	87 50	76 12
Taylor.....	214 59			46 00	18 70	102 29
Volusia.....	203 35	12 00		109 85	86 75	13 90
Wakulla.....				22 00	23 30	
Walton.....				27 25	25 85	
Washington.....				70 75	47 50	180 50

TABLE XX.—Financial Condition of County Boards, July 1, 1903.

1902-1903 Counties	Total Indebtedness.	Net Indebtedness.	Net Cash on Hand
The State.....	\$276,674 75	\$206,331 75	\$73,855 88
Alachua.....	\$ 77,457 95	\$ 77,253 60	.....
Baker.....	50 00	.....	1,317 40
Bradford.....	.....	.....	3,268 66
Brevard.....	751 81	.....	4,807 70
Calhoun.....	.....	.....	3,210 14
Citrus.....	346 01	.....	2,251 35
Clay.....	535 61	131 20	.....
Columbia.....	504 46	428 67	.....
Dade.....	224 87	.....	184 64
DeSoto.....	385 00	.....	4,126 04
Duval.....	77,043 14	58,054 14	.....
Escambia.....	21,196 61	17,341 69	.....
Franklin.....	.....	.....	.....
Gadsden.....	10 00	.....	6,345 96
Hamilton.....	15 75	.....	1,118 78
Hernando.....	762 07	.....	1,470 88
Hillsborough.....	36,971 48	20,595 48	.....
Holmes.....	4,176 05	4,176 05	.....
Jackson.....	3,458 87	3,150 68	.....
Jefferson.....	.....	.....	2,193 70
Fafayette.....	1,572 95	.....	1,693 57
Lake.....	1,530 87	894 03	.....
Lee.....	.....	.....	2,306 09
Leon.....	2,628 00	2,623 11	.....
Levy.....	2,945 47	2,855 47	.....
Liberty.....	1,372 06	.....	.....
Madison.....	.....	.....	4,263 03
Manatee.....	4,578 58	.....	2,494 34
Marion.....	2,090 50	.....	3,053 41
Monroe.....	4,694 98	2,555 73	.....
Nassau.....	2,067 77	716 88	.....
Orange.....	655 41	.....	7,870 42
Osceola.....	587 38	.....	3,372 36
Pasco.....	3,443 70	1,468 03	.....
Polk.....	15,980 69	11,307 57	.....
Putnam.....	1,915 50	1,292 47	.....
St. Johns.....	465 39	331 94	.....
Santa Rosa.....	473 73	.....	86 79
Sumter.....	1,031 56	.....	2,247 73
Suwannee.....	2,319 23	.....	861 62
Taylor.....	375 13	.....	50 41
Volusia.....	.....	.....	6,952 14
Wakulla.....	1,161 85	1,155 01	.....
Walton.....	348 60	.....	3,876 51
Washington.....	545 73	.....	4,432 21

TABLE XXI.—Summary of Financial Statements.

PART I.—Debits. (The sum of these three columns equals the sum of the three columns in Part II.) *

1902-1903 Counties.	Total Receipts, (Except Bor- rowed Money).	Borrowed Money.	Warrants of the Year Not Paid.
The State.....	\$ 960,691 41	\$ 99,099 60	\$ 193,377 64
Alachua.....	47,671 59	15,350 00	16,165 34
Baker.....	6,464 80	.....	50 00
Bradford.....	20,147 75	6,511 09	.....
Brevard.....	25,929 65	.....	749 86
Calhoun.....	7,535 75	.....	.....
Citrus.....	13,073 75	1,500 00	211 01
Clay.....	10,928 82	.....	524 61
Columbia.....	19,869 17	10,684 63	504 46
Dade.....	24,576 26	.....	181 20
DeSoto.....	25,278 93	4,350 00	385 00
Duval.....	96,476 31	.....	77,043 14
Escambia.....	43,540 54	13,446 66	7,696 61
Franklin.....	8,741 23	800 00	.....
Gadsden.....	16,495 41	.....	10 00
Hamilton.....	12,756 50	.....	.....
Hernando.....	12,276 42	3,920 00	762 07
Hillsborough.....	68,210 30	488 78	36,244 48
Holmes.....	8,008 52	.....	4,176 05
Jackson.....	25,059 84	.....	3,458 87
Jefferson.....	15,725 04	.....	.....
LaFayette.....	8,895 29	.....	530 64
Lake.....	17,399 81	.....	1,530 87
Lee.....	12,813 57	.....	.....
Leon.....	17,786 91	.....	2,628 00
Levy.....	12,317 14	10,298 44	2,945 47
Liberty.....	4,118 45	.....	.....
Madison.....	22,654 18	.....	.....
Manatee.....	21,252 51	.....	892 00
Marion.....	43,029 15	.....	2,090 50
Monroe.....	12,811 50	.....	3,468 38
Nassau.....	15,564 90	.....	2,067 77
Orange.....	37,680 76	.....	655 41
Osceola.....	15,626 02	1,500 00	543 70
Pasco.....	14,984 96	.....	3,443 70
Polk.....	28,484 57	25,000 00	15,980 69
Putnam.....	20,548 78	.....	1,915 50
St. Johns.....	22,424 81	.....	465 39
Santa Rosa.....	14,314 66	5,250 00	389 90
Sumter.....	13,835 04	.....	1,031 56
Suwannee.....	20,741 57	.....	2,319 22
Taylor.....	7,100 62	.....	375 13
Voultusia.....	33,692 33	.....	.....
Wakulla.....	4,521 17	.....	1,161 85
Walton.....	14,571 88	.....	348 60
Washington.....	15,264 25	.....	430 66

* The columns lack \$3,482.77 of balancing on account of the impossibility of reconciling the reports of Alachua and Jackson counties.

TABLE XXI.—Summary of Financial Statements.

PART II.—Credits. (The sum of these three columns equals the sum of the three in Part I.) *

1902-1903 Counties.	Total Expend- tures, (Except Payment of Debts.)	Loans, Old Debts and Warrants Paid.	Cash on Hand.
The State.	\$ 880,692 77	\$ 235,273 12	\$ 133,719 99
Alachua.	45,585 84	30,372 12	204 35
Baker.	5,041 15	106 25	1,367 40
Bradford.	14,824 09	8,566 09	3,268 66
Brevard.	18,313 27	2 806 73	5,559 51
Calhoun.	4,325 61	...	3,210 14
Citrus.	10,335 02	1,852 38	2,597 36
Clay.	10,029 01	1,020 11	404 31
Columbia.	118,639 79	12,342 68	75 79
Dade.	23,942 99	404 96	409 51
DeSoto.	20,642 09	4,860 80	4,511 04
Duval.	18,657 34	46,882 89	7,979 22
Escambia.	42,266 56	18,562 33	3,854 92
Franklin.	7,804 15	801 23	935 88
Gadsden.	10,089 45	50 00	6,355 96
Hamilton.	9,157 30	2,464 67	1,134 53
Hernando.	8,422 61	6,302 93	2,232 95
Hillsboro'.	85,967 24	2,600 32	16,376 00
Holmes.	9,009 15	3,175 42	...
Jackson.	18,211 84	6,540 70	308 19
Jefferson.	12,728 43	802 91	2,193 70
LaFayette.	4,235 26	2,124 25	3,066 52
Lake.	17,717 92	575 92	636 84
Lee.	10,507 18	...	2,306 09
Leon.	17,313 93	3 096 09	4 89
Levy.	13,292 39	12,178 66	90 00
Liberty.	2,758 38	282 90	1,067 17
Madison.	14,986 31	3,404 84	4,263 63
Manatee.	14,364 95	706 64	7,072 92
Marion.	38,764 33	1,211 41	5,143 91
Monroe.	11,314 97	2,825 66	2,139 25
Nassau.	12,477 33	3,804 45	1,350 89
Orange.	29,221 22	589 12	8,525 83
Osceola.	11,647 41	2,062 57	3,959 74
Pasco.	12,951 15	3,501 84	1,975 67
Polk.	39,782 49	25,009 65	4,673 12
Putnam.	17,932 44	3,903 81	623 03
St. Johns.	15,061 85	7,694 90	133 45
Santa Rosa.	13,348 13	6,045 91	560 52
Sumter.	9,924 25	1,163 06	3,279 29
Suwannee.	19,422 93	357 02	3,280 84
Taylor.	6,254 56	795 65	425 54
Volusia.	25,407 19	1,333 00	6,952 14
Wakulla.	4,499 04	1,177 14	6 84
Walton.	10,456 92	238 45	4,225 11
Washington.	10,057 31	659 66	4,977 94

* The columns lack \$3,482.77 of balancing on account of the impossibility of reconciling the reports of Alachua and Jackson counties.

TABLE XXII.—Total Cost of White Schools.

1902—1903. Counties.	Total.	Expended on Schools Proper.	Expended on Administration (Prorated on Enrollment.)
The State.....	\$720,287 31	\$660,437 16	\$59,850 15
Alachua.....	35,103 43	\$31,114 79	3,988 63
Baker.....	4,559 13	3,843 35	715 78
Bradford.....	13,470 43	11,771 67	1,698 76
Brevard.....	15,254 84	12,960 75	2,294 09
Calhoun.....	3,564 28	2,902 75	661 53
Citrus.....	9,396 35	8,340 47	1,055 88
Clay.....	8,674 90	7,532 20	1,142 70
Columbia.....	12,819 71	11,743 23	1,076 48
Dade.....	19,537 37	18,451 67	1,085 70
DeSoto.....	20,214 75	17,953 69	2,261 06
Duval.....	93,225 66	88,940 26	4,285 40
Escambia.....	33,046 09	30,956 37	2,089 72
Franklin.....	5,394 67	4,853 45	541 22
Gadsden.....	6,453 89	6,027 25	426 64
Hamilton.....	7,960 92	7,129 73	831 19
Hernando.....	7,249 21	6,496 74	752 47
Hillsborough.....	80,235 11	75,972 74	4,262 37
Holmes.....	8,757 58	7,894 75	862 83
Jackson.....	13,106 05	11,760 66	1,345 39
Jefferson.....	8,557 59	8,307 03	250 56
LaFayette.....	4,150 90	3,248 75	902 15
Lake.....	15,486 07	13,983 72	1,502 35
Lee.....	10,071 13	8,563 55	1,507 58
Leon.....	9,993 13	9,467 22	525 91
Levy.....	11,146 78	9,798 16	1,348 62
Liberty.....	1,752 31	1,384 00	368 31
Madison.....	11,610 19	10,598 35	1,011 84
Manatee.....	13,554 59	12,141 26	1,413 33
Marion.....	27,121 60	25,989 25	1,132 35
Monroe.....	8,068 75	7,630 00	438 75
Nassau.....	8,444 80	7,506 92	937 88
Orange.....	24,815 05	23,192 96	1,622 09
Osceola.....	10,995 93	9,808 48	1,187 35
Pasco.....	12,387 35	10,356 36	2,030 99
Polk.....	37,029 09	34,653 34	2,375 75
Putnam.....	12,869 98	11,846 63	1,023 35
St. Johns.....	11,501 54	10,519 89	981 65
Santa Rosa.....	12,158 44	10,730 40	1,428 04
Sumter.....	7,434 15	6,576 91	857 24
Suwannee.....	15,678 26	14,748 50	929 76
Taylor.....	5,953 06	5,002 03	951 03
Volusia.....	20,594 99	18,947 57	1,647 42
Wakulla.....	3,437 42	3,035 26	402 16
Walton.....	9,225 92	8,499 67	726 25
Washington.....	8,224 02	7,254 43	969 59

TABLE XXIII.—Total Cost of Negro Schools.

1902-1903 Counties	Total.	Expended for Schools Proper	Expended on Adm'n'stration [Prorated on Enrollment.]
The State.....	\$ 160,405 46	\$ 128,539 67	\$ 31,865 79
Alachua.....	13,482 41	9,468 14	4,014 27
Baker.....	482 02	347 50	134 52
Bradford.....	1,853 66	999 50	854 16
Brevard.....	3,058 43	2,284 03	774 40
Calhoun.....	761 38	544 00	217 38
Citrus.....	938 67	600 00	338 67
Clay.....	1,354 11	1,045 90	308 21
Columbia.....	5,820 08	4,731 08	1,099 00
Dade.....	4,405 62	3,962 10	443 52
DeSoto.....	427 34	340 00	87 34
Duval.....	25,431 68	21,799 68	3,632 00
Escambia.....	9,320 47	8,105 07	1,115 40
Franklin.....	2,409 48	2,013 96	395 52
Gadsden.....	3,635 56	2,900 00	735 56
Hamilton.....	1,196 38	853 75	342 63
Hernando.....	1 173 40	694 55	478 85
Hillsborough.....	5,732 13	4,810 25	921 88
Holmes.....	251 57	220 00	31 57
Jackson.....	5,105 79	3,656 87	1,448 92
Jefferson.....	4,170 84	2,872 41	1,298 43
LaFayette.....	84 36	60 00	24 36
Lake.....	2,281 85	1,670 41	561 44
Lee.....	436 05	334 05	102 00
Leon.....	7,320 80	5,468 28	1,852 52
Levy.....	2,145 61	1,534 60	611 01
Liberty.....	1,006 07	716 00	290 07
Madison.....	3,376 12	2,197 80	1,178 32
Manatee.....	810 36	645 00	165 36
Marion.....	11,642 73	9,911 25	1,731 48
Monroe.....	3,246 22	2,997 95	248 27
Nassau.....	4,032 53	3,261 65	770 88
Orange.....	4,406 17	3,599 00	807 17
Osceola.....	651 58	590 60	140 98
Pasco.....	563 90	400 00	163 90
Polk.....	2,753 40	2,315 00	438 40
Putnam.....	5,062 46	4,199 00	863 46
St. Johns.....	3,560 31	3,046 23	514 08
Santa Rosa.....	1,189 69	882 35	307 34
Sumter.....	2,490 10	1,983 76	506 34
Suwannee.....	3,744 67	3,112 35	632 32
Taylor.....	301 50	234 00	67 50
Volusia.....	4,812 20	3,855 40	956 80
Wakulla.....	1,061 62	800 50	261 12
Walton.....	1,231 00	1,060 00	171 00
Washington.....	1,833 29	1,505 70	327 59

TABLE XXIV.—Per Capita Cost of Schools.

(a). Of Total Population. (b). Of School Population.
(c). Of Youth Enrolled.

1902—1903. Counties.	Per Capita of Total Population.	Per Youth of School Age.			Per Pupil Enrolled		
		Both Races.	White.	Negro.	Both Races.	White.	Negro.
The State.....	\$ 1 52	\$ 5 05	\$ 7 05	\$ 2 22	\$ 7 37	\$ 9 74	\$ 3 52
Alachua.....	1 50	4 92	8 60	2 33	7 15	10 41	3 94
Baker.....	1 14	3 74	3 84	2 01	4 08	4 88	2 16
Bradford ..	1 29	3 88	4 59	1 54	5 53	6 08	2 95
Brevard.....	3 20	12 37	13 25	9 32	14 48	16 12	9 61
Calhoun.....	80	3 07	3 56	1 86	5 11	5 60	3 62
Citrus.....	1 81	7 89	9 59	2 85	11 78	14 15	4 41
Clay.....	1 65	6 01	6 71	3 68	8 29	9 04	5 54
Columbia.....	99	4 08	5 36	2 67	4 94	6 87	3 05
Dade.....	3 38	10 69	13 20	5 80	13 24	15 25	8 35
DeSoto.....	1 92	6 68	6 95	2 38	8 02	8 16	4 45
Duval.....	2 85	10 28	18 78	3 88	15 11	22 06	7 02
Escambia.....	1 43	5 24	6 73	2 93	8 58	10 29	5 37
Franklin.....	1 59	6 40	7 66	4 64	8 64	10 48	6 16
Gadsden.....	63	1 76	3 46	94	2 47	4 40	1 39
Hamilton.....	72	2 59	3 22	1 12	3 69	4 54	7 64
Hernando.....	2 22	7 39	11 51	2 30	10 73	15 10	3 85
Hillsborough.....	2 29	7 92	9 26	2 35	12 69	14 42	4 74
Holmes.....	1 07	2 72	2 99	64	4 20	4 24	3 27
Jackson.....	72	2 46	3 65	1 84	2 88	4 32	1 55
Jefferson.....	76	2 64	6 92	82	3 06	9 45	1 26
LaFayette.....	75	2 66	3 00	...	3 84	3 94	...
Lake.....	2 29	7 77	9 62	3 33	10 00	12 02	4 62
Lee.....	2 82	9 30	9 68	4 85	13 32	13 63	8 72
Leon.....	78	2 24	8 90	1 11	4 27	11 58	2 30
Levy.....	1 34	4 60	5 78	2 13	6 31	7 68	3 27
Liberty.....	88	3 21	3 58	2 72	4 14	4 69	3 43
Madison.....	79	2 53	4 87	96	3 59	6 09	1 49
Manatee.....	2 10	6 65	7 41	2 46	9 69	10 22	5 33
Marion.....	1 86	4 49	7 40	2 34	6 38	11 31	3 17
Monroe.....	62	2 03	2 03	2 03	6 08	6 78	4 84
Nassau.....	1 25	4 40	5 31	3 23	7 07	8 77	5 03
Orange.....	2 15	6 99	9 47	2 83	11 06	14 03	4 97
Osceola.....	2 88	9 17	9 56	5 43	11 69	12 35	6 15
Pasco.....	2 04	7 28	8 26	2 01	11 53	11 92	6 72
Polk.....	2 73	9 36	10 66	3 57	11 35	12 51	5 08
Putnam.....	1 52	5 37	7 81	3 01	7 83	10 35	4 87
St. Johns.....	1 61	6 22	6 99	4 60	8 53	9 94	5 87
Santa Rosa.....	1 24	3 40	3 85	1 55	5 47	6 05	2 75
Sumter.....	1 42	4 39	5 05	3 16	6 38	7 64	4 29
Suwannee.....	1 19	3 28	5 01	1 34	4 68	6 30	2 25
Taylor.....	1 29	3 88	4 05	2 14	5 36	5 45	3 99
Volusia.....	2 31	7 61	9 54	4 08	10 13	12 98	5 23
Wakulla.....	83	3 22	4 81	1 56	4 29	5 37	2 60
Walton.....	93	3 01	3 26	1 85	4 51	4 93	2 74
Washington....	85	2 78	2 93	2 27	3 67	4 03	2 63

TABLE XXV.—Cost of Schools and of County Superintendents.

(a) Cost of Schools per Pupil in Daily Attendance. (b) Cost of County Superintendent Compared with cost of all Teachers of the County. (c) Visits to Schools by County Superintendents.

1902-1903. Counties.	Cost of Schools per Pupil in Daily Attendance.			Pr c't his cost is of all Teach- ers.	County Superintendents. Visits to Schools one h'r or more in length		
	Both Races	White	Negro		To all Sch's	To Wh'ie Sch's	To Negro Sch's
The State	\$10 58	\$14 12	\$ 4 98	.053	3,020	2,863	657
Alachua.....	9 63	14 10	5 27	.042	1 13	74	39
Baker.....	7 91	8 29	5 54	.123	38	34	4
Bradford	8 45	9 37	4 28	.059	92	84	8
Brevard.....	20 25	21 98	13 90	.075	58	49	9
Calhoun.....	7 61	8 44	5 21	.126	39	34	5
Citrus.....	17 78	20 74	7 33	.082	71	59	12
Clay.....	11 73	13 12	6 98	.088	61	55	6
Columbia.....	7 37	10 65	4 39	.048	86	56	30
Dade.....	20 83	25 11	11 87	.031	66	50	16
DeSoto.....	11 12	11 35	5 62	.055	51	51	..
Duval.....	21 84	31 40	10 32	.026	61	40	21
Escambia.....	11 98	14 12	7 77	.043	1 59	1 23	36
Franklin.....	12 50	14 78	9 30	.052	24	14	10
Gadsden.....	3 43	5 96	1 96	.081	1 11	62	49
Hamilton.....	5 67	6 91	2 58	.065	79	67	12
Hernando.....	15 39	21 25	5 70	.093	71	60	11
Hillsborough.....	17 78	20 29	6 52	.032	37	23	14
Holmes.....	7 98	8 12	4 41	.065	60	57	3
Jackson.....	4 29	6 33	2 35	.051	93	64	29
Jefferson.....	4 12	14 96	1 66	.063	45	32	13
LaFayette.....	5 95	5 55	6 03	.109	57	56	1
Lake.....	14 05	16 40	7 04	.073	55	47	8
Lee.....	18 08	18 96	8 72	.066	66	63	3
Leon.....	5 93	16 54	3 17	.075	1 19	54	65
Levy.....	9 20	11 43	4 68	.063	63	53	10
Liberty.....	5 16	5 65	4 49	.085	1	1	..
Madison.....	4 36	7 68	1 76	.062	86	68	18
Manatee.....	13 47	14 36	6 64	.051	35	35	..
Marion.....	8 42	14 66	4 25	.028	1 22	76	46
Monroe.....	10 91	11 90	9 04	.059	..	..	..
Nassau.....	10 77	13 62	7 50	.064	13	10	3
Orange.....	15 53	19 12	7 56	.051	77	68	9
Osceola.....	17 30	18 51	8 25	.083	23	19	4
Pasco.....	16 43	17 18	8 41	.078	62	59	3
Polk.....	15 95	17 30	7 78	.037	92	84	8
Putnam.....	11 06	14 38	6 97	.059	68	46	22
St. Johns.....	12 36	14 32	8 58	.062	51	42	9
Santa Rosa.....	7 61	8 52	3 65	.086	89	81	8
Sumter.....	8 77	10 08	6 32	.073	1 16	86	30
Suwannee.....	7 66	9 98	3 88	.053	87	67	20
Taylor.....	8 85	9 60	3 50	.084	71	68	3
Volusia.....	13 31	17 09	6 84	.052	55	37	18
Wakulla.....	6 26	7 71	3 90	.102	53	38	15
Walton.....	7 20	7 80	4 59	.069	66	55	11
Washington.....	5 92	6 56	4 11	.063	78	62	16

TABLE XXVI.—Number and Kinds of Public School Buildings and Number of Rooms.

1902--1903 Counties.	Whole Number.	Public School Buildings.									Number of Rooms.		
		Log.			Frame.			Brick.					
		Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
The State..	2384	207	173	34	2157	1594	563	20	20	196	2402	794	
Alachua....	116				112	68	44	4	4	190	117	73	
Baker.....	40	9	9		31	27	4			44	40	4	
Bradford....	54	2	2		52	42	10			70	60	10	
Brevard....	45	3	2	1	42	39	3			52	48	4	
Calhoun....	35	10	4	6	25	21	4			39	29	10	
Citrus.....	27				27	21	6			37	31	6	
Clay.....	45	4	3	1	41	36	5			53	45	8	
Columbia....	82	1	1		81	52	29			99	65	34	
Dade.....	30	1	1		29	21	8			50	37	13	
DeSoto....	60				60	58	2			84	82	2	
Duval.....	66				65	36	29	1	1	182	113	69	
Escambia....	71	2	1	1	69	50	19			122	92	30	
Franklin....	6				6	5	1			20	15	5	
Gadsden....	74	5	1	4	68	33	35	1	1	79	42	37	
Hamilton....	61	5	3	2	55	48	12	1	1	81	66	15	
Hernando....	23				23	18	5			34	26	8	
Hillsboro'..	39				36	20	16	3	3	61	37	24	
Holmes....	52	15	13	2	37	36	1			56	54	2	
Jackson....	78	9	6	3	69	55	14			103	82	21	
Jefferson....	65	3	2	1	61	24	37	1	1	75	35	40	
LaFayette..	39	21	21		18	17	1			47	46	1	
Lake.....	57				56	43	13	1	1	74	60	14	
Lee.....	21				21	21				26	26		
Leon.....	66				65	33	32	1	1	79	41	38	
Levy.....	50	1	1		49	36	13			60	46	14	
Liberty....	18				18	11	7			23	15	8	
Madison....	79	4	4		75	49	26			87	53	29	
Manatee....	66	28	28		38	38				52	52		
Marion....	112	2		2	110	67	43			163	101	62	
Monroe....	8				8	6	2			31	23	8	
Nassau....	49	1	1		47	36	11	1	1	62	46	16	
Orange....	61	8	8		51	42	9	2	2	94	75	19	
Osceola....	22	6	6		16	16				28	28		
Pasco.....	40	3	3		37	34	3			42	39	3	
Polk.....	79				77	68	9	2	2	112	100	12	
Putnam....	68				68	43	25			92	57	35	
St. Johns..	32				31	23	8	1	1	52	36	16	
Santa Rosa..	80	7	5	2	73	65	8			93	80	13	
Sumter....	34				34	27	7			50	40	10	
Suwannee...	82	3		3	79	57	22			97	69	28	
Taylor....	40	17	17		23	22	1			39	37	2	
Volusia....	49				49	33	16			85	62	23	
Wakulla....	19	2		2	17	17				21	21		
Walton....	70	19	16	3	51	43	8			75	63	12	
Washington	74	16	15	1	57	42	15	1	1	81	65	16	

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1902-1903. Counties.	Patent Desks in Use.							Good Blackboards (Square Yards).		
	Whole Number.	Single.			Double.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.			
The State	33,970	10,837	9,733	1,104	23,133	18,558	4,575	31,994	26,482	5,512
Alachua	2,953	762	690	72	2,191	1,338	853	1,632	1,165	467
Baker.....	37				37	37		133	121	12
Bradford..	595	331	331		264	264		874	822	52
Brevard ..	856	435	407	28	421	351	70	585	523	62
Calhoun ..								317	200	27
Citrus ..	443				443	394	49	844	311	33
Clay ..	226	46	46		180	139	41	479	410	69
Columbia.	463	36	36		427	427		630	515	115
Dade	1,331	1,320	1,126	194	11	11		467	356	111
Desoto ..	484	90	90		394	394		831	811	20
Duval	4,130	1,099	1,088	11	3,031	1,652	1,379	2,494	2,088	406
Escambia.	2,585	398	385	13	2,187	1,752	435	1,424	1,054	370
Franklin ..	205	10	10		195	195		1,638	1,638	
Gadsden ..								337	213	124
Hamilton.	251				251	251		729	686	43
Hernando	325	51	51		274	274		711	639	72
Hillsboro.	2,098	374	374		1,724	1,713	11	1,231	1,208	73
Holmes ..	100				100	100		526	516	10
Jackson ..	232	24	24		208	208		849	737	112
Jefferson.	447	40	40		407	407		885	270	115
LaFayette	26	2	2		24	24		282	282	
Lake	593	98	98		495	495		927	898	29
Lee	585	482	482		103	83	20	799	782	17
Leon	598	198		198	400	195	205	539	301	238
Levy	74				74	74		428	339	89
Liberty ..								153	114	39
Madison ..	1,112	150	150		962	862	100	861	561	300
Manatee ..	644	64	64		580	580		538	538	
Marion ..	2,174	124	124		2,050	1,506	544	1,692	1,186	506
Monroe ..	654				654	474	180			
Nassau ..	269	28	20	8	241	241		225	81	144
Orange ..	1,337	813	758	55	524	359	165	698	593	105
Osceola ..	273				273	273		179	179	
Pasco ..	355	45	45		310	310		242	242	
Polk	1,166	704	704		462	462		853	723	130
Putnam ..	762	614	360	254	148	132	16	1,208	858	350
St. Johns.	1,048	847	847		201	91	110	752	559	193
Santa Rosa	862				862	852	10	909	798	111
Sumter ..	904	44	44		860	692	168	720	600	120
Suwannee	389	22	22		367	367		357	286	71
Taylor ..	80				80	80		196	196	
Volusia ..	2,114	1,366	1,095	271	748	529	219	1,699	1,157	542
Wakulla ..								392	307	85
Walton ..								401	342	59
Wash'gt'n	240	220	230		20	20		228	187	41

TABLE XXVIII.—Value of Public School Property.
PART I. Real Estate Not Owned by County Boards.

1902—1903. Counties.	LOTS.				BUILDINGS.		
	Total.	Total.	White.	Negro.	Total.	White.	Negro.
The State..	181,007	\$24,792	\$21,886	\$3,406	156,215	134,750	\$21,465
Alacua.....							
Baker	240	15	5	10	225	75	150
Bradford.	420	120	110	10	300	150	150
Brevard							
Calhoun.....	743	63	41	27	675	475	200
Citrus	285	35		35	250		250
Clay	1,430	330	315	15	1,100	920	180
Columbia ...	70	20	5	15	50		50
Dade	755	90	40	50	665	325	340
DeSoto	250	50		50	200		200
Duval	2,650	725	425	300	1,925	1,000	925
Escambia	4,023	498	8	490	3,525	1,200	2,325
Franklin							
Gadsden	12,042	922	675	247	11,120	7,695	3,425
Hamilton	8,145	875	775	100	7,270	6,150	1,120
Hernando							
Hillsborough ..	80,590	10,646	10,590	50	69,950	69,850	100
Holmes	1,950	170	164	6	1,790	1,740	40
Jackson	3,515	1,075	1,070	5	2,440	2,400	40
Jefferson	6,600	1,100	1,100		5,500	5,500	
La Fayette.....	410	10	10		400	400	
Lake	11,215	740	740		10,475	9,750	725
Lee							
Leon							
Levy	325	10	7	3	315	275	40
Liberty							
Madison							
Manatee	1,300	300	300		1,000	1,000	
Marion	440	40		40	400		400
Monroe	7,500	2,500	2,000	500	5,000	4,000	1,000
Nassau	825	55	20	35	770	300	470
Orange	2,633	248	238	10	1,785	1,485	300
Osceola	700	65	30	35	635	460	175
Pasco	2,515	205	170	35	2,310	2,035	275
Polk	745	80	30	50	665	430	235
Putnam	6,940	1,010	395	615	5,930	2,805	3,125
St. Johns	970	120	40	80	850	300	550
Santa Rosa ...	6,725	975	775	200	5,750	5,000	750
Sumter							
Suwannee	992	142	80	62	850	420	430
Taylor	735	95	85	10	640	530	110
Volusia	935	85	25	60	850	200	650
Wakulla	900	125	25	100	775	150	625
Walton	6,629	429	388	41	6,200	5,565	635
Washington ..	4,465	825	705	120	3,640	2,165	1,475

TABLE XXVIII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1902—1903. Counties.	Lots.				Buildings.		
	Total.	Total.	White.	Negro.	Total.	White.	Negro.
The State..	\$894,877	\$158,794	\$118,281	\$40,513	\$735,583	\$685,323	\$100,260
Alachua...	95,120	9,460	8,220	1,240	85,660	70,495	15,165
Baker.....	1,819	179	168	11	1,640	1,500	140
Bradford..	14,715	1,315	1,240	75	13,400	12,250	1,150
Brevard ..	22,845	4,445	3,970	475	18,400	16,750	1,650
Calhoun...	1,851	156	151	5	1,697	1,620	75
Citrus.....	12,715	640	530	110	12,075	11,175	900
Clay.....	10,130	1,030	825	205	9,100	7,000	2,100
Columbia..	18,255	5,757	4,607	1,150	12,498	9,673	2,825
Dade.....	27,850	10,575	10,075	500	17,277	15,275	2,000
DeSoto...	21,285	2,411	2,360	50	18,875	18,625	250
Duval.....	131,939	33,415	15,015	18,400	98,524	78,560	19,964
Escambia..	69,660	16,740	12,465	4,275	52,920	46,345	6,575
Franklin ..	12,491	3,005	2,505	500	9,486	7,650	1,836
Gadsden...	105	5	5	.....	100	100	.....
Hamilton ..	1,903	165	165	.....	1,740	1,740	.....
Hernando..	8,320	280	210	70	8,040	7,620	420
Hillsboro'	49,436	11,786	10,296	1,490	37,650	34,825	2,825
Holmes...	1,275	125	125	.....	1,150	1,150	.....
Jackson...	4,030	925	770	155	3,105	5,780	2,325
Jefferson ..	6,050	625	280	345	5,425	4,000	1,425
LaFayette	1,626	186	186	.....	1,440	1,440	.....
Lake.....	4,760	195	195	.....	4,565	4,565	.....
Lee.....	10,010	1,985	1,985	.....	8,025	8,025	.....
Leon.....	20,360	3,535	2,310	1,225	16,825	12,065	4,760
Levy.....	9,377	482	364	118	8,895	8,805	1,090
Liberty...	1,946	116	105	11	1,880	1,770	60
Madison...	15,785	2,660	2,110	550	13,125	12,175	950
Manatee...	12,715	1,770	1,770	.....	10,945	10,945	.....
Marion...	42,499	4,984	3,434	1,550	37,515	27,375	10,140
Monroe...	10,000	5,000	2,500	2,500	5,000	5,000	.....
Nassau....	15,998	2,838	1,990	848	13,160	9,550	3,610
Orange....	35,985	4,705	4,010	695	31,280	28,100	3,180
Osceola...	7,998	648	648	.....	7,350	7,350	.....
Pasco.....	9,650	1,005	1,005	.....	8,645	8,645	.....
Polk.....	51,350	4,020	3,860	160	47,330	46,780	550
Putnam....	6,990	2,260	2,185	75	4,730	3,805	925
St. Johns..	26,625	7,000	4,870	2,130	19,625	14,725	4,900
Santa Rosa	16,650	1,650	1,525	125	15,000	13,500	1,500
Sumter...	7,100	.....	.....	.....	7,100	6,350	750
Suwannee..	17,042	1,367	1,162	205	15,675	14,450	1,225
Taylor.....	2,080	305	305	.....	1,775	1,775	.....
Volusia....	44,035	8,335	7,095	1,240	35,700	30,900	4,800
Wakulla...	2,570	230	210	20	2,340	2,220	120
Walton....	740	90	90	.....	650	650	.....
Washig't'n	3,690	390	385	5	3,300	3,225	75

TABLE XXVIII.—Value of Public School Property.
PART III.—Furniture and Apparatus Owned by County Boards.

1902—1903. Counties.	Furniture.				Apparatus.		
	Total.	Total.	White.	Negro.	Total.	White.	Negro.
The State..	\$ 172,707	\$ 182,597	\$ 114,375	\$ 18,222	\$ 40,110	\$ 35,034	\$ 5,076
Alachua.	16,810	14,265	10,740	3,525	2,545	1,725	820
Baker.....	1,086	618	571	47	468	408	60
Bradford...	5,100	4,005	3,765	240	1,095	955	140
Brevard....	7,875	3,825	3,355	470	4,050	3,285	765
Calhoun...	662	272	235	37	390	330	60
Citrus.....	2,039	1,504	1,315	189	535	510	25
Clay.....	2,297	1,715	1,490	225	522	527	55
Columbia..	2,172	1,821	1,589	232	351	337	14
Dade.....	5,673	4,748	4,068	680	925	815	110
DeSoto....	5,655	4,545	4,405	80	1,110	1,110	.....
Duval.....	14,062	10,412	7,922	2,490	3,650	2,900	750
Escambia..	15,140	12,850	11,005	1,845	2,290	1,350	440
Franklin..	1,251	1,166	966	200	85	85	.....
Gadsden...	.....	.....	.....	.....	.....	.....	.....
Hamilton...	875	195	195	.....	680	640	40
Hernando...	2,051	1,880	1,345	35	671	662	9
Hillsboro'.	11,739	8,251	8,021	230	3,488	3,393	95
Holmes....	905	640	620	20	265	265	.....
Jackson...	2,251	1,542	1,389	153	709	637	72
Jefferson..	1,720	1,545	1,395	150	175	175	.....
LaFayette.	369	254	254	.....	115	115	.....
Lake.....	2,020	1,875	1,875	.....	145	145	.....
Lee.....	1,525	1,256	1,256	.....	269	269	.....
Leon.....	1,893	1,233	217	1,016	660	419	241
Levy.....	591	298	165	133	293	281	12
Liberty...	125	75	75	.....	50	28	27
Madison...	3,260	2,101	2,001	100	1,159	1,072	87
Manatee...	2,195	1,959	1,959	.....	236	236	.....
Marion...	10,715	8,655	7,135	1,520	2,060	1,950	110
Monroe...	.....	.....	.....	.....	.....	.....	.....
Nassau...	2,070	1,445	1,197	248	625	457	168
Orange....	5,275	4,086	3,521	565	1,189	1,107	82
Osceola...	1,947	1,916	1,916	.....	31	31	.....
Pasco.....	1,912	1,912	1,912	.....	.....	.....	.....
Polk.....	8,631	7,660	7,565	95	1,021	986	35
Putnam...	2,084	1,882	1,105	777	202	202	.....
St. Johns..	4,737	3,430	2,820	600	1,307	1,127	180
Santa Rosa	6,325	4,100	4,050	50	2,225	1,950	275
Sumter....	2,009	1,224	1,069	155	785	785	.....
Suwannee...	2,696	2,390	2,195	195	306	277	29
Taylor.....	708	375	375	.....	333	333	.....
Volusia....	9,790	7,945	6,230	1,715	1,845	1,620	225
Wakulla...	1,247	837	637	200	410	390	20
Walton....	135	120	120	.....	15	15	.....
Washin't'n	1,035	270	265	5	765	635	130

TABLE XXVIII.—Total Value of all Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1902-1903 Counties.	Total.	Real Estate Own'd by County B'ds.			
		Not Own'd by County Boards.	Own'd by County Boards.	Furni- ture.	Appa- ratus.
The State.....	\$1,248,091	\$181,007	\$894,377	\$132,597	\$40,110
Alachua.....	\$ 111,930	.....	\$ 95,120	\$ 16,810	\$ 2,545
Baker.....	8,145	240	1,819	1,086	468
Bradford.....	20,235	420	14,715	5,100	1,095
Brevard.....	30,720	.....	22,845	7,875	4,050
Calhoun.....	3,256	743	1,851	662	390
Citrus.....	15,089	285	12,715	2,089	535
Clay.....	13,857	1,430	10,130	2,297	582
Columbia.....	20,497	70	18,255	2,172	351
Dade.....	84,278	755	27,850	5,673	925
DeSoto.....	27,190	250	21,285	5,655	1,110
Duval.....	148,651	2,650	131,939	14,062	3,650
Escambia.....	88,823	4,023	69,660	15,140	2,290
Franklin.....	13,742	.....	12,491	1,251	85
Gadsden.....	12,147	12,042	105	.....	.....
Hamilton.....	10,925	8,145	1,905	875	40
Hernando.....	10,371	.....	8,320	2,051	9
Hillsboro'.....	141,765	80,590	49,436	11,739	95
Holmes.....	4,130	1,950	1,275	905	.....
Jackson.....	14,796	3,515	9,030	2,251	72
Jefferson.....	14,370	6,600	6,050	1,720	.....
LaFayette.....	2,405	410	1,626	369	.....
Lake.....	17,995	11,215	4,760	2,020	.....
Lee.....	11,535	.....	10,010	1,525	.....
Leon.....	22,253	.....	20,360	1,893	241
Levy.....	10,293	325	9,377	591	12
Liberty.....	2,071	.....	1,946	125	27
Madison.....	19,045	.....	15,785	3,260	87
Manatee.....	16,310	1,300	12,715	2,195	.....
Marion.....	53,654	440	42,499	10,715	110
Monroe.....	17,500	7,500	10,000	.....	.....
Nassau.....	18,893	825	15,998	2,070	168
Orange.....	43,293	2,033	35,985	5,275	82
Osceola.....	10,645	790	7,998	1,947	.....
Pasco.....	14,077	2,515	9,650	1,912	.....
Polk.....	60,776	745	51,350	8,681	35
Putnam.....	16,014	6,940	6,990	2,084	.....
St. Johns.....	32,332	970	26,625	4,737	180
Santa Rosa.....	29,700	6,725	16,650	6,325	275
Sumter.....	9,109	.....	7,100	2,009	.....
Suwannee.....	20,730	992	17,042	2,696	29
Taylor.....	3,523	735	2,080	708	.....
Volusia.....	54,760	935	44,035	9,790	225
Wakulla.....	4,717	900	2,570	1,247	20
Walton.....	7,504	6,629	740	135	.....
Washington.....	9,190	4,465	3,690	1,035	130

TABLE XXVII.—Total Value of All Lumber and Lumber Products
PART IV.—Real Estate, Furniture and Appliances

County	Real Estate Owned by County Residents				
	1905-1906	1904-1905	1903-1904	1902-1903	1901-1902
The State	\$1,246,000	\$1,246,000	\$1,246,000	\$1,246,000	\$1,246,000
Adams	111,000	111,000	111,000	111,000	111,000
Baker	3,100	3,100	3,100	3,100	3,100
Benjamin	20,000	20,000	20,000	20,000	20,000
Bradford	20,000	20,000	20,000	20,000	20,000
Brewster	20,000	20,000	20,000	20,000	20,000
Calhoun	2,000	2,000	2,000	2,000	2,000
Carroll	10,000	10,000	10,000	10,000	10,000
Cass	10,000	10,000	10,000	10,000	10,000
Chautauq	20,000	20,000	20,000	20,000	20,000
Columbia	20,000	20,000	20,000	20,000	20,000
Crow	20,000	20,000	20,000	20,000	20,000
Dakota	20,000	20,000	20,000	20,000	20,000
Deer	20,000	20,000	20,000	20,000	20,000
Dewey	20,000	20,000	20,000	20,000	20,000
Dodge	20,000	20,000	20,000	20,000	20,000
Douglas	20,000	20,000	20,000	20,000	20,000
Edwards	20,000	20,000	20,000	20,000	20,000
Ellis	20,000	20,000	20,000	20,000	20,000
Fairfax	20,000	20,000	20,000	20,000	20,000
Fergus	20,000	20,000	20,000	20,000	20,000
Flint	20,000	20,000	20,000	20,000	20,000
Franklin	20,000	20,000	20,000	20,000	20,000
Gallatin	20,000	20,000	20,000	20,000	20,000
Gardiner	20,000	20,000	20,000	20,000	20,000
Glenn	20,000	20,000	20,000	20,000	20,000
Grant	20,000	20,000	20,000	20,000	20,000
Greene	20,000	20,000	20,000	20,000	20,000
Harold	20,000	20,000	20,000	20,000	20,000
Harrison	20,000	20,000	20,000	20,000	20,000
Hawley	20,000	20,000	20,000	20,000	20,000
Hemlock	20,000	20,000	20,000	20,000	20,000
Hill	20,000	20,000	20,000	20,000	20,000
Idaho	20,000	20,000	20,000	20,000	20,000
Jefferson	20,000	20,000	20,000	20,000	20,000
Johnson	20,000	20,000	20,000	20,000	20,000
Kearney	20,000	20,000	20,000	20,000	20,000
Kendall	20,000	20,000	20,000	20,000	20,000
Knox	20,000	20,000	20,000	20,000	20,000
Lake	20,000	20,000	20,000	20,000	20,000
Laramie	20,000	20,000	20,000	20,000	20,000
Lincoln	20,000	20,000	20,000	20,000	20,000
Logan	20,000	20,000	20,000	20,000	20,000
Long	20,000	20,000	20,000	20,000	20,000
Madison	20,000	20,000	20,000	20,000	20,000
Mahoning	20,000	20,000	20,000	20,000	20,000
Manitou	20,000	20,000	20,000	20,000	20,000
Marion	20,000	20,000	20,000	20,000	20,000
May	20,000	20,000	20,000	20,000	20,000
McIntosh	20,000	20,000	20,000	20,000	20,000
Meriden	20,000	20,000	20,000	20,000	20,000
Mesa	20,000	20,000	20,000	20,000	20,000
Miner	20,000	20,000	20,000	20,000	20,000
Missouri	20,000	20,000	20,000	20,000	20,000
Montezuma	20,000	20,000	20,000	20,000	20,000
Nebraska	20,000	20,000	20,000	20,000	20,000
Nevada	20,000	20,000	20,000	20,000	20,000
Orange	20,000	20,000	20,000	20,000	20,000
Oregon	20,000	20,000	20,000	20,000	20,000
Oswego	20,000	20,000	20,000	20,000	20,000
Pack	20,000	20,000	20,000	20,000	20,000
Pike	20,000	20,000	20,000	20,000	20,000
Pittsburg	20,000	20,000	20,000	20,000	20,000
St. John	20,000	20,000	20,000	20,000	20,000
St. Louis	20,000	20,000	20,000	20,000	20,000
Sumner	20,000	20,000	20,000	20,000	20,000
Swarthmore	20,000	20,000	20,000	20,000	20,000
Taylor	20,000	20,000	20,000	20,000	20,000
Wabasha	20,000	20,000	20,000	20,000	20,000
Wadena	20,000	20,000	20,000	20,000	20,000
Washington	20,000	20,000	20,000	20,000	20,000

2001-2002
 2003-2004

TENDENT FOR 1986 OF THE BOARD.

The preparation of these tables has cost untold labors, and it is hoped that their investigation may encourage and inspire such increased activity and interest in school affairs as to compensate in some way for their cost.

Attention is especially directed to the wonderful disparity in interest and willingness to support the schools, or possibly ability, disclosed among the different counties. Some of the counties expend as much for their schools as many of the best sections North, while others in different sections of the State rank but little above the most backward counties in the South. The general average for the State places Florida among the very first of the Southern States in expenditures for the public schools.

[illegible]

TABLE I.—Total Population and School Population.

1903—1904. Counties.	Population Estimated from U. S. Census of 1900.			School Population. (6 to 21) Estimated from School Census of 1900.		
	Total.	White.	Negro.	Total.	White.	Negro.
The State.....	598,000	345,240	252,760	182,600	106,305	76,295
Alachua.....	32,820	13,640	19,180	10,011	4,160	5,851
Baker.....	4,830	3,590	1,240	1,536	1,280	256
Bradford.....	11,860	8,880	2,980	3,926	3,015	911
Brevard.....	5,920	4,640	1,280	1,525	1,208	317
Calhoun.....	5,500	3,460	2,040	1,483	1,057	426
Citrus.....	5,910	3,210	2,700	1,355	1,012	343
Clay.....	6,220	4,380	1,840	1,732	1,338	394
Columbia.....	19,510	9,210	10,300	4,754	2,440	2,314
Dade.....	7,620	5,320	2,300	2,324	1,623	701
DeSoto.....	11,090	10,290	800	3,386	3,140	246
Duval.....	42,460	19,640	22,820	12,106	5,146	6,960
Escambia.....	30,530	17,650	12,880	8,377	5,077	3,300
Franklin.....	5,080	2,740	2,340	1,355	780	575
Gadsden.....	16,220	6,230	9,990	5,773	1,902	3,871
Hamilton.....	13,100	7,480	5,620	3,656	2,587	1,069
Hernando.....	3,880	2,050	1,830	1,132	628	504
Hillsborough.....	38,620	28,860	9,760	11,173	8,803	2,370
Holmes.....	8,690	7,360	1,330	3,535	3,131	404
Jackson.....	26,150	12,060	14,090	8,041	3,681	4,360
Jefferson.....	17,280	3,710	13,570	6,395	1,255	5,140
LaFayette.....	5,900	5,030	870	1,754	1,538	216
Lake.....	7,950	5,270	2,680	2,305	1,610	695
Lee.....	3,880	3,490	390	1,228	1,126	102
Leon.....	23,070	4,260	18,810	7,942	1,228	6,714
Levy.....	10,280	6,720	3,560	3,135	2,050	1,085
Liberty.....	3,200	1,670	1,530	950	512	438
Madison.....	19,530	8,400	11,130	6,263	2,562	3,701
Manatee.....	7,470	6,130	1,340	2,385	1,875	410
Marion.....	29,390	12,980	16,410	9,576	3,960	5,616
Monroe.....	19,030	13,050	5,980	5,588	3,981	1,607
Nassau.....	10,300	4,730	5,570	2,960	1,700	1,260
Orange.....	14,180	8,900	5,280	4,447	2,715	1,732
Osceola.....	4,290	3,840	450	1,310	1,173	137
Pasco.....	6,530	4,820	1,710	1,861	1,511	350
Polk.....	15,070	11,930	3,140	4,423	3,640	783
Putnam.....	12,010	6,120	5,890	3,412	1,710	1,702
St. Johns.....	9,600	5,900	3,700	2,424	1,645	779
Santa Rosa.....	11,150	8,490	2,660	4,011	3,200	811
Sumter.....	7,220	4,860	2,360	2,364	1,484	880
Suwannee.....	17,810	10,680	7,130	6,180	3,258	2,922
Taylor.....	5,160	4,320	840	1,890	1,634	256
Volusia.....	12,030	7,400	4,630	2,670	2,258	1,412
Wakulla.....	5,570	2,780	2,790	1,695	850	845
Walton.....	11,790	9,670	2,120	3,598	2,952	646
Washington.....	12,800	9,400	2,900	3,754	2,870	884

TABLE II.—Number of Schools and Average Length of Term in Days.

1903-1904 Counties.	No. of Schools.			Av. Length of Term.		
	Total.	White.	Negro.	Both.	White.	Negro.
The State.....	2,366	1,732	644	108	116	95
Alachua.....	102	66	36	91	123	95
Baker.....	37	33	4	75	78	64
Bradford.....	48	38	10	97	101	80
Brevard.....	40	32	8	128	135	104
Calhoun.....	31	24	7	100	101	88
Citrus.....	24	20	4	132	144	80
Clay.....	30	24	6	114	115	113
Columbia.....	80	51	29	97	108	85
Dade.....	29	21	8	149	152	141
DeSoto.....	55	53	2	112	113	100
Duval.....	69	38	31	152	159	144
Escambia.....	66	44	22	133	144	114
Franklin.....	8	5	3	149	158	139
Gadsden.....	68	34	34	86	96	79
Hamilton.....	60	46	14	91	101	65
Hernando.....	25	19	6	129	150	95
Hillsborough.....	117	101	16	131	132	111
Holmes.....	26	23	3	93	94	83
Jackson.....	100	64	36	82	85	78
Jefferson.....	61	24	37	89	123	81
FaFayette.....	40	40	...	53	53	...
Lake.....	59	44	15	107	112	94
Lee.....	23	22	1	131	130	140
Leon.....	73	34	39	104	117	100
Levy.....	52	40	12	113	122	95
Liberty.....	20	13	7	89	97	78
Madison.....	85	52	33	66	82	45
Manatee.....	47	42	5	114	115	100
Marion.....	107	63	44	124	135	115
Monroe.....	9	7	2	157	157	157
Nassau.....	53	40	13	104	100	108
Orange.....	56	41	15	131	143	110
Osceola.....	22	19	3	136	138	117
Pasco.....	36	31	5	118	123	72
Polk.....	74	68	6	111	112	108
Putnam.....	69	44	25	104	120	86
St. Johns.....	30	23	7	146	146	151
Santa Rosa.....	67	59	8	84	86	77
Sumter.....	38	28	10	108	112	100
Suwannee.....	81	55	26	91	102	75
Taylor.....	35	33	2	80	79	63
Volusia.....	50	35	15	130	145	105
Wakulla.....	32	22	10	83	81	86
Walton.....	62	51	11	93	89	78
Washington.....	70	56	14	87	97	84

TABLE III.—(a) Enrollment of Pupils by Race and Sex.
(b) Percentage of School Population (6 to 21) Enrolled.

1902-1904 Counties.	ENROLLMENT, 1901								Per cent. Enroll'd		
	Both Races	White	Negro	White Males	Negro Males	White Females	Negro Females		Both	White	Negro
The State	132636	76068	46568	38720	31682	37348	24886	67	72	61	
Alachua.....	6195	3328	2867	1634	1340	1694	1527	62	80	49	
Baker.....	1223	1024	199	526	89	498	110	80	80	78	
Bradford.....	2722	2182	540	1155	253	1027	287	69	72	59	
Brevard.....	1296	1007	289	500	143	507	146	85	83	91	
Calhoun.....	953	755	198	387	90	368	108	64	71	46	
Citrus.....	943	761	182	401	72	360	110	70	75	53	
Clay.....	1306	977	329	486	144	491	185	75	73	83	
Columbia.....	3899	1952	1947	983	858	969	1089	83	80	86	
Dade.....	1892	1353	539	690	238	663	301	81	83	77	
DeSoto.....	2736	2617	119	1393	62	1224	57	81	83	48	
Duval.....	8255	4289	3966	2157	1859	2132	2107	68	83	57	
Escambia.....	5331	3351	1980	1615	890	1736	1090	64	66	60	
Franklin.....	910	507	403	249	196	258	207	67	65	70	
Gadsden.....	4022	1522	2500	750	1158	772	1342	70	80	65	
Hamilton.....	2233	1604	629	835	328	769	301	61	62	59	
Hernando.....	776	481	295	250	147	231	148	69	77	58	
Hillsborough.....	7083	5898	1185	2997	539	2901	646	63	67	50	
Holmes.....	2289	2192	97	1153	57	1039	40	64	70	34	
Jackson.....	6578	3089	3489	1571	1673	1518	1816	82	84	80	
Jefferson.....	3975	889	3086	440	1471	449	1615	62	71	60	
LaFayette.....	1016	1016		575		441		58	66		
Lake.....	1885	1288	597	655	292	633	805	82	80	86	
Lee.....	851	800	51	399	28	401	23	69	71	50	
Leon.....	4332	897	3435	464	1515	433	1920	55	73	51	
Levy.....	2090	1439	651	754	310	685	341	67	70	60	
Liberty.....	601	338	263	172	116	166	147	63	66	60	
Madison.....	4456	2050	2406	1058	1124	992	1282	71	80	65	
Manatee.....	1749	1510	239	762	116	748	123	66	80	58	
Marion.....	6410	2618	3792	1314	1800	1304	1992	67	66	68	
Monroe.....	1783	1197	586	567	256	630	330	32	30	36	
Nassau.....	1839	1020	819	485	367	535	452	62	60	65	
Orange.....	2957	1831	1126	894	517	937	609	66	67	65	
Osceola.....	1091	997	94	490	40	507	54	83	85	68	
Pasco.....	1170	1030	140	527	79	503	61	68	68	40	
Polk.....	3331	2913	418	1503	202	1410	216	75	80	53	
Putnam.....	2375	1264	1111	639	522	625	589	70	74	65	
St. Johns.....	1622	1113	509	548	278	565	231	67	68	65	
Santa Rosa.....	2529	2048	481	1050	213	998	268	63	64	59	
Sumter.....	1583	1009	574	541	241	468	333	67	68	65	
Swannee.....	4299	2606	1693	1365	802	1241	891	70	80	53	
Taylor.....	1251	1144	107	634	44	510	63	66	70	42	
Voulusia.....	2638	1649	989	789	473	860	516	72	73	70	
Wakulla.....	1060	552	508	304	235	248	273	63	65	60	
Walton.....	2468	2001	467	1036	189	965	278	69	68	72	
Washington.....	2633	1960	673	1023	316	937	357	70	68	76	

TABLE IV.—(a) Average Daily Attendance of Pupils.
(b) Percentage of Enrollment in Daily Attendance.

	Average Daily Attendance.										Per- cent- age.									
1903-1904 Counties.	Both Races.		Total White.		Total Negro.		White Males.		Negro Males.		White Females.		Negro Females.		Both.		White.		Negro.	
The State.....	83631	51293	82338	25582	14882	25711	17456	68	67	69										
Alachua.....	4345	2246	2099	1084	974	1162	1125	70	67	73										
Baker.....	734	606	128	308	55	298	73	60	59	64										
Bradford.....	1723	1831	892	700	169	631	223	63	61	71										
Brevard.....	933	737	196	359	97	878	99	72	73	68										
Calhoun.....	607	473	134	228	64	245	70	64	63	68										
Citrus.....	623	501	122	247	50	254	73	66	66	67										
Clay.....	832	570	262	280	112	290	150	64	58	80										
Columbia.....	2451	1267	1184	612	509	655	675	62	65	60										
Dade.....	1242	892	350	450	158	442	192	66	66	65										
DeSoto.....	1886	1797	89	962	48	835	41	69	69	75										
Duval.....	5471	2891	2580	1390	1193	1501	1387	66	63	65										
Escambia.....	3649	2305	1344	1087	597	1218	747	68	69	68										
Franklin.....	684	373	311	176	148	197	163	75	74	77										
Gadsden.....	2902	1086	1816	515	824	571	992	72	71	78										
Hamilton.....	1472	1057	415	537	216	520	199	66	66	66										
Hernando.....	517	319	198	159	98	160	100	67	66	67										
Hillsboro.....	5041	4139	902	2086	416	2053	486	71	70	72										
Holmes.....	1333	1257	76	632	43	625	33	61	59	78										
Jackson.....	4698	2246	2452	1143	1176	1103	1276	74	73	70										
Jefferson.....	3034	558	2476	255	1177	803	1299	76	63	80										
LaFayette.....	696	696	.....	383	.....	313	.....	69	69	.....										
Lake.....	1301	918	383	450	180	468	203	69	71	64										
Lee.....	544	508	36	243	20	265	16	64	64	71										
Leon.....	3181	668	2493	346	1057	322	1436	73	74	72										
Levy.....	1358	906	452	464	206	442	246	65	68	69										
Liberty.....	569	285	224	151	102	134	122	83	84	85										
Madison.....	3287	1543	1744	788	827	755	917	60	75	48										
Manatee.....	1184	1064	126	527	61	537	59	68	70	50										
Marion.....	4572	1879	2693	944	1264	935	1429	71	72	71										
Monroe.....	983	662	321	305	147	357	174	55	55	55										
Nassau.....	1262	104	558	327	245	377	313	69	69	68										
Orange.....	1992	1277	715	603	329	674	395	67	70	64										
Osceola.....	665	608	57	284	31	324	26	61	61	61										
Pasco.....	790	686	104	347	59	839	45	68	67	74										
Polk.....	2437	2140	297	1094	141	1046	156	73	73	71										
Putnam.....	1630	865	765	437	360	428	405	69	68	69										
St. Johns.....	1186	768	400	377	181	391	219	73	69	79										
Santa Rosa.....	1792	1430	362	719	160	711	202	71	70	75										
Sumter.....	1958	694	364	361	149	333	215	67	69	63										
Suwannee.....	2446	1520	926	766	439	753	496	56	57	55										
Taylor.....	821	720	101	398	41	322	60	66	63	94										
Volusia.....	1916	1202	714	587	387	615	377	73	73	72										
Wakulla.....	724	440	284	225	133	215	151	68	80	56										
Walton.....	1500	1200	300	601	117	599	183	61	51	84										
Washington.....	1653	1259	399	644	190	615	209	63	64	59										

TABLE V.—(a) Aggregate Number of Days Schooling Given.
(b) Average Number of Days Schooling Given for Every Child 6 to 21 Years of Age.

1903--1904. Counties.	Aggregate Days Schooling Given.			Average Days to Every Youth.		
	Total.	White.	Negro.	Both Races.	White.	Negro.
The State...	9,053,731	5,970,627	3,083,104	50	56	40
Alachua...	427,101	274,153	152,948	43	66	26
Baker.....	55,255	46,971	8,284	36	37	32
Bradford...	165,632	135,083	30,549	42	45	34
Brevard.....	119,637	99,256	20,381	78	82	64
Calhoun.....	60,954	49,198	11,756	43	47	28
Citrus.....	82,180	72,420	9,760	61	72	26
Clay.....	95,084	65,383	29,701	55	49	76
Columbia...	236,973	136,651	100,322	50	56	43
Dade.....	185,275	135,914	49,361	79	84	70
DeSoto.....	212,087	203,187	8,900	63	65	36
Duval.....	829,168	458,834	370,334	68	89	53
Escambia...	484,051	331,510	152,541	58	65	46
Franklin....	101,726	58,566	43,160	75	75	75
Gadsden...	248,787	105,082	143,705	43	55	37
Hamilton...	132,998	105,988	27,060	36	41	25
Hernando...	66,615	47,875	18,740	59	76	37
Hillsboro...	654,015	558,574	95,441	59	63	40
Holmes.....	66,794	60,494	6,310	19	19	16
Jackson....	383,702	192,726	190,976	48	52	44
Jefferson...	269,388	68,792	200,596	42	55	39
LaFayette...	37,022	37,022	.....	21	24	.....
Lake.....	139,312	103,181	36,031	60	64	52
Lee.....	71,028	65,953	5,075	58	59	50
Leon.....	828,378	78,496	249,882	41	64	37
Levy.....	153,423	110,576	42,847	49	54	39
Liberty...	45,112	27,656	17,457	47	54	40
Madison....	215,929	137,304	78,725	34	54	21
Manatee....	134,630	122,591	12,039	59	61	29
Marion.....	535,160	254,800	280,360	59	64	55
Monroe....	154,384	104,012	50,372	23	26	31
Nassau....	130,937	70,516	60,421	44	41	48
Orange.....	261,781	182,831	78,950	59	67	46
Osceola...	90,416	83,786	6,630	69	71	49
Pasco.....	92,963	85,498	7,465	50	57	21
Polk.....	271,004	240,470	30,534	61	66	39
Putnam....	169,793	103,888	65,905	50	61	39
St. Johns...	170,755	110,306	60,449	70	67	77
Santa Rosa...	149,985	122,168	27,767	37	38	34
Sumter....	114,269	77,883	36,481	48	52	41
Suwannee...	219,273	149,875	69,398	35	46	24
Taylor.....	65,920	57,222	8,698	35	35	34
Volusia....	249,465	174,373	75,092	68	77	53
Wakulla....	60,166	35,473	24,693	35	42	29
Walton....	129,562	106,207	23,355	36	36	36
Washington	155,797	122,187	33,610	42	48	38

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart and First Reader Grades.

1903-1904. Counties.	Chart.			First Reader.		
	Total.	White.	Negro.	Total.	White.	Negro.
The State.....	16248	6594	9654	23172	11690	11482
Alachua.....	858	110	748	1318	598	720
Baker.....	183	183	50	242	202	40
Bradford.....	492	346	146	461	341	120
Brevard.....	138	94	44	173	118	55
Calhoun.....	58	37	21	223	152	71
Citrus.....	77	28	49	155	102	53
Clay.....	132	55	77	212	125	87
Columbia.....	273	148	125	670	326	344
Dade.....	221	100	121	284	165	119
DeSoto.....	161	137	24	453	425	28
Duval.....	932	142	790	1596	670	926
Escambia.....	432	162	270	1317	652	665
Franklin.....	80	47	33	236	93	143
Gadsden.....	786	137	649	846	215	631
Hamilton.....	268	136	132	434	266	168
Hernando.....	137	48	89	146	76	70
Hillsborough.....	1364	935	429	903	680	223
Holmes.....	189	166	23	264	219	45
Jackson.....	669	200	469	1452	535	917
Jefferson.....	509	57	452	759	105	654
LaFayette.....	123	123	.....	202	202	.....
Lake.....	271	100	171	227	133	94
Lee.....	78	70	8	122	112	10
Leon.....	751	44	707	936	167	768
Levy.....	225	116	109	374	207	167
Liberty.....	54	21	33	120	28	92
Madison.....	669	369	300	854	319	535
Manatee.....	210	129	81	227	186	41
Marion.....	1420	175	1245	982	358	624
Monroe.....	405	288	117	273	164	109
Nassau.....	329	101	228	262	146	116
Orange.....	174	37	137	530	275	255
Osceola.....	147	142	5	111	90	21
Pasco.....	107	56	51	169	135	34
Polk.....	252	200	52	575	490	85
Putnam.....	249	52	197	490	163	327
St. Johns.....	234	119	115	322	138	184
Santa Rosa.....	174	98	76	599	439	160
Sumter.....	226	124	102	380	220	160
Suwannee.....	719	296	423	895	410	485
Taylor.....	271	213	58	226	181	45
Volusia.....	209	80	129	467	229	238
Wakulla.....	192	78	114	204	61	143
Walton.....	444	167	277	935	401	534
Washington.....	356	178	178	546	370	176

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Second and Third Reader Grades.

1908—1904. Counties.	Second Reader			Third Reader		
	Total	White	Negro	Total	White	Negro
The State.....	19092	10521	8571	18420	10767	7653
Alachua.....	955	438	517	817	411	406
Baker.....	227	191	36	195	167	28
Bradford ..	416	309	107	392	315	77
Brevard.....	168	125	43	216	157	59
Calhoun.....	152	108	44	166	133	33
Citrus.....	121	82	39	117	92	25
Clay.....	133	99	34	190	135	55
Columbia.....	499	218	281	576	266	310
Dade.....	305	193	112	298	202	96
DeSoto.....	413	384	29	443	426	17
Duval.....	1277	644	633	1129	563	566
Escambia.....	878	499	379	778	475	303
Franklin.....	159	97	62	124	52	72
Gadsden.....	625	196	429	580	233	347
Hamilton.....	365	256	109	316	234	82
Hernando.....	112	57	55	154	97	57
Hillsborough.....	874	696	178	864	692	172
Holmes.....	188	171	17	141	137	4
Jackson.....	1253	547	706	1104	490	606
Jefferson.....	712	118	594	673	116	557
LaFayette.....	156	156	.....	215	215	.....
Lake.....	244	174	70	300	204	96
Lee.....	104	89	15	121	117	4
Leon.....	778	133	645	678	122	556
Levy.....	310	209	101	260	154	106
Liberty.....	93	54	39	107	61	46
Madison.....	837	354	483	798	346	452
Manatee.....	201	169	32	230	194	36
Marion.....	926	315	611	910	371	539
Monroe.....	302	187	115	257	188	69
Nassau.....	366	171	195	289	180	109
Orange.....	404	248	156	451	218	233
Osceola.....	165	146	19	186	163	23
Pasco.....	149	112	37	162	150	12
Polk.....	448	350	98	425	340	85
Putnam.....	362	160	202	343	176	167
St. Johns.....	262	150	112	249	174	75
Santa Rosa.....	393	293	100	428	359	69
Sumter.....	326	195	131	230	145	85
Suwannee.....	651	387	264	579	307	272
Taylor.....	217	191	26	215	202	13
Volusia.....	361	173	188	388	223	165
Wakulla.....	175	96	79	194	103	91
Walton.....	610	272	338	668	301	367
Washington.....	420	309	111	464	353	111

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Fourth and Fifth Reader and Higher Grades.

1903-1904. Counties.	Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State	17580	12091	5489	13815	10457	3358	15810	13864	1946
Alachua	760	540	220	546	390	156	941	841	100
Baker.....	211	195	16	71	56	15	104	90	14
Bradford..	455	384	71	264	239	25	304	298	6
Brevard..	198	159	39	154	127	27	249	227	22
Calhoun..	161	141	20	78	74	4	115	110	5
Citrus ..	111	99	12	85	82	3	277	276	1
Clay.....	234	204	30	126	110	16	279	249	30
Columbia.	476	274	202	413	286	127	514	468	46
Dade	308	247	61	199	169	30	277	277	.....
DeSoto ..	495	481	14	435	429	6	419	419	.....
Duval	1065	587	478	890	569	261	1522	1208	314
Escambia.	671	458	213	478	407	71	777	698	79
Franklin ..	129	81	48	79	42	37	103	95	8
Gadsden..	551	291	260	405	271	134	229	179	50
Hamilton.	322	235	87	254	219	35	286	270	16
Hernando	79	63	16	61	52	9	112	111	1
Hillsboro.	928	792	136	857	792	65	1521	1477	44
Holmes ..	152	147	5	127	124	3	99	99	.....
Jackson ..	574	536	38	290	128	152	926	645	281
Jefferson.	589	127	462	458	160	298	274	206	68
LaFayette	179	179	.....	105	105	.....	70	70	.....
Lake	373	252	121	334	290	44	207	205	2
Lee	131	122	9	123	118	5	172	172	.....
Leon	573	123	450	401	131	270	225	178	47
Levy	320	245	75	256	201	55	345	307	38
Liberty...	95	55	40	64	53	11	76	74	2
Madison.	648	296	352	416	215	201	234	151	83
Manatee..	287	262	25	296	278	18	298	292	6
Marion ...	763	398	365	782	495	287	639	518	121
Monroe ...	168	116	52	257	200	57	121	54	67
Nassau ...	269	167	102	179	163	16	203	150	53
Orange...	492	323	169	384	293	91	525	440	85
Osceola ..	287	271	16	108	97	11	104	104	.....
Pasco ..	189	184	5	155	149	6	245	244	1
Polk	491	430	61	433	407	26	722	696	26
Putnam...	288	175	113	353	252	101	360	312	48
St. Johns.	324	240	84	252	215	37	77	74	3
Santa Rosa	463	407	56	363	343	20	113	113	.....
Sumter...	201	141	60	115	80	35	26	25	1
Suwannee	583	407	176	491	402	89	536	511	25
Taylor ...	240	230	10	169	169	.....	78	78	.....
Volusia...	235	203	132	320	253	67	558	488	70
Wakulla ..	145	96	49	139	107	32	92	92	.....
Walton...	880	880	450	733	349	384	368	185	183
Wash'gt'n	437	348	89	387	366	21	88	88	.....

TABLE VII.—(a) Number of Teachers Positions Filled.
(b) Number of Different Teachers Employed.

1903-1904. Counties.	Teachers Positions Filled.			Different Teachers Employed.							
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Whites.		Negroes.		
							Male.	Female.	Male.	Female.	
The State..	33 63	2487	876	2925	2205	720	647	1558	284	436	
Alachua...	189	113	76	133	101	32	21	80	16	16	
Baker.....	42	38	4	36	32	4	19	13	2	2	
Bradford...	69	57	12	65	57	8	23	34	5	3	
Brevard...	62	53	9	50	42	8	6	36	2	6	
Calhoun...	37	30	7	28	22	6	8	14	5	1	
Citrus.....	37	33	4	32	29	3	4	25	2	1	
Clay.....	47	37	10	42	33	9	7	26	2	7	
Columbia..	99	65	34	80	57	23	17	40	11	12	
Dade.....	68	55	13	66	53	13	6	47	6	7	
DeSoto....	81	79	2	76	74	2	28	46	2	...	
Duval.....	195	118	77	189	113	76	4	109	15	61	
Escambia..	124	90	34	147	77	70	46	31	40	30	
Franklin..	21	13	8	21	13	8	5	8	2	6	
Gadsden...	78	43	35	59	37	22	14	23	10	12	
Hamilton...	80	66	14	52	44	8	13	31	5	3	
Hernando...	21	15	6	30	25	5	3	22	2	3	
Hillsboro'.	159	134	25	185	160	25	42	118	6	19	
Holmes....	31	28	3	28	26	2	12	14	1	1	
Jackson...	145	87	58	99	63	37	25	37	25	12	
Jefferson...	76	34	42	72	34	28	12	22	18	20	
LaFayette.	48	45	...	32	32	...	11	21	...	...	
Lake.....	75	58	17	64	53	11	13	40	4	7	
Lee.....	29	28	1	29	28	1	10	18	1	...	
Leon.....	83	38	45	82	37	45	8	29	11	34	
Levy.....	61	48	13	53	45	8	19	26	4	4	
Liberty...	22	15	7	19	12	7	6	6	3	4	
Madison...	106	71	35	69	56	13	31	25	7	6	
Manatee...	60	55	5	57	52	5	22	30	2	3	
Marion....	148	88	60	148	88	60	27	61	10	50	
Monroe...	26	18	8	27	19	8	1	18	2	6	
Nassau....	65	47	18	47	34	13	5	29	5	8	
Orange....	92	66	26	88	65	23	8	57	6	17	
Osceola...	34	31	3	31	28	3	11	17	1	2	
Pasco.....	55	50	5	46	42	4	8	34	2	2	
Polk.....	107	98	9	105	96	9	26	70	4	5	
Putnam...	85	59	26	79	60	19	10	50	7	12	
St. Johns..	56	42	14	52	38	14	3	35	3	11	
Santa Rosa	84	76	8	56	52	4	19	33	1	3	
Sumter....	47	33	14	45	33	12	5	28	5	7	
Suwannee	114	84	30	77	54	23	18	36	10	13	
Taylor...	40	38	2	33	32	1	20	12	1	...	
Volusia....	80	59	21	73	57	16	9	48	4	12	
Wakulla...	33	23	10	16	11	5	6	5	3	2	
Walton....	76	64	12	50	44	6	17	27	4	2	
Washin't'n	76	62	14	57	46	11	19	27	7	4	

TABLE VIII.—Grades of Certificates Held by Teachers Employed.

1903—1904. Counties.	Total.	First Grade.			Second Grade.			Third Grade.			*All Others.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
The State..	2882	738	675	63	1225	962	263	828	485	343	91	68	23
Alachua....	133	31	26	5	43	36	7	56	36	20	3	2	1
Baker.....	35	7	7	...	19	17	2	8	6	2	1	1	...
Bradford...	65	13	13	...	29	26	3	23	18	5	...	...	...
Brevard...	50	17	16	1	30	25	5	3	1	2	...	...	...
Calhoun....	28	6	6	...	14	10	4	8	6	2	...	...	...
Citrus.....	32	11	11	...	15	12	3	5	5	...	1	1	...
Clay.....	42	8	7	1	17	14	3	17	12	5	...	...	...
Columbia...	80	21	18	3	38	25	13	20	14	6	1	...	1
Dade.....	67	23	20	3	21	18	3	15	8	7	8	8	...
DeSoto....	76	22	22	...	29	28	1	24	23	1	1	1	...
Duval.....	190	39	28	11	93	59	34	54	23	31	4	2	2
Escambia..	109	13	12	1	50	48	2	37	13	24	9	7	2
Franklin...	18	3	2	1	9	4	5	6	4	2	...	...	...
Gadsden...	70	6	5	1	30	22	8	33	9	24	1	1	...
Hamilton..	52	13	13	...	26	24	2	13	7	6	...	...	...
Hernando...	29	12	12	...	7	7	...	8	3	5	2	2	...
Hillsboro'..	173	59	58	1	91	74	17	23	17	6	...	...	...
Holmes....	28	5	5	...	11	10	1	12	11	1	...	...	...
Jackson....	100	19	18	1	31	23	8	33	19	14	17	3	14
Jefferson..	73	7	7	...	20	12	8	44	13	31	2	2	...
LaFayette..	31	11	11	...	9	9	...	11	11	...	...	...	...
Lake.....	64	19	18	1	30	24	6	13	9	4	2	2	...
Lee.....	29	6	6	...	16	15	1	7	7	...	...	...	...
Leon.....	79	10	9	1	36	15	21	31	11	20	2	2	...
Levy.....	53	7	7	...	22	17	5	24	21	3	...	...	...
Liberty....	18	3	3	...	12	7	5	3	2	1	...	...	...
Madison...	68	33	28	5	26	22	4	9	5	4	...	...	...
Manatee...	54	21	21	...	22	21	1	10	6	4	1	1	...
Marion....	148	34	33	1	39	24	15	74	30	44	1	1	...
Monroe....	26	3	1	2	2	2	...	7	3	4	14	13	2
Nassau....	49	7	5	2	29	22	7	12	6	6	1	1	...
Orange....	88	24	20	4	39	32	7	24	12	12	1	1	...
Osceola....	31	10	10	...	9	8	1	12	10	2	...	...	...
Pasco.....	45	17	17	...	20	17	3	7	6	1	1	1	...
Polk.....	106	30	29	1	44	39	5	17	15	2	15	14	1
Putnam....	78	13	11	2	45	36	9	19	10	9	1	1	...
St. Johns..	50	11	8	3	32	25	7	7	3	4	...	...	...
Santa Rosa	56	17	16	1	26	24	2	12	11	1	1	1	...
Sumter....	45	11	10	1	23	19	4	11	4	7	...	...	...
Suwannee..	75	38	33	5	26	17	9	11	2	9	...	...	...
Taylor....	34	17	17	...	12	11	1	10	10	...	...	...	...
Volusia....	73	38	34	4	26	16	10	8	6	2	1	1	...
Wakulla...	21	2	2	...	10	10	...	9	4	5	...	...	...
Walton....	49	14	13	1	28	19	4	12	11	1	...	...	...
Wash'tn...	57	7	7	...	24	17	7	26	23	4	...	...	...

*These include the following certificates: State Life, State, Primary Life, Primary, Aged, Life First Grade, Life Extension of First Grade, and Temporary—latter illegal—and leave the certification of 43 teachers not accounted for, possibly teaching without a certificate.

TABLE IX.—Result of Uniform Examinations.

1903-1904. Counties.	Total Number of Examinees.	Failed to Pass		Number and Grade- of Certificates Issued.											
		White.	Negro.	White.						Negro.					
				1st Grade		2nd Grade		3rd Grade		1st Grade		2nd Grade		3rd Grade	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
The State	1849	190	245	63	121	106	345	83	246	11	20	52	118	86	163
Alachua....	82	10	11	..	4	..	12	6	17	2	..	2	7	6	5
Baker.....	66	10	12	..	2	3	3	6	6	1	..	6	5	7	5
Bradford...	26	4	4	2	2	6	4	1	3	..	..	..	..	..	..
Brevard....	15	4	..	..	..	..	8	..	3	..	..	..	..	..	..
Calhoun....	8	..	1	..	..	..	3	1	3	..	..	..	..	..	..
Citrus.....	16	4	..	2	1	..	5	..	4	..	..	..	..	..	..
Clay.....	26	10	..	1	1	1	4	2	5	..	..	..	1	1	1
Columbia...	66	18	5	3	4	5	10	4	11	..	..	1	1	1	3
Dade.....	36	7	3	..	1	..	11	1	9	..	..	2	1	1	1
DeSoto.....	39	3	..	3	2	8	10	2	10	..	..	..	1	..	..
Duval.....	174	13	20	1	6	..	28	..	13	3	3	10	42	8	27
Escambia...	90	13	16	2	3	2	16	2	13	..	..	1	3	1	18
Franklin...	11	..	..	..	1	1	5	..	1	..	..	2	..	1	..
Gadsden...	39	6	15	..	..	2	4	1	2	..	..	..	1	2	6
Hamilton...	54	3	5	9	4	5	12	2	9	..	..	..	4	1	..
Hernando...	14	2	1	..	2	..	8	..	1	..	..	..	..	..	..
Hillsboro'...	102	1	20	5	6	14	37	3	7	..	..	..	1	1	7
Holmes....	50	9	..	1	2	8	9	13	8	..	..	..	..	..	..
Jackson...	59	2	7	6	4	7	8	5	7	..	..	3	1	6	3
Jefferson...	77	2	19	1	2	3	7	4	5	..	..	4	4	14	12
LaFayette...	9	..	..	..	2	3	..	1	3	..	..	..	..	..	..
Lake.....	32	2	8	..	5	2	8	3	1	..	..	1	..	..	2
Lee.....	8	2	..	..	..	..	5	..	1	..	..	..	..	..	..
Leon.....	89	7	8	1	5	1	9	1	8	3	15	4	12	5	10
Levy.....	41	10	5	8	..	3	2	5	8	..	..	1	..	3	1
Liberty....	7	..	1	..	2	2	1	..	1	..	..	..	..	..	..
Madison....	28	1	8	1	4	1	1	1	5	..	..	1	..	3	2
Manatee....	24	..	..	2	6	3	5	1	7	..	..	..	..	..	..
Marion....	118	6	41	2	5	2	6	1	10	..	..	3	6	8	28
Monroe....	7	3	1	..	..	..	3	..	..	..	..	..	..	..	..
Nassau....	39	..	3	..	3	1	11	..	5	2	..	2	7	2	3
Orange....	52	2	6	2	2	2	18	..	12	..	1	1	1	..	5
Osceola....	19	5	..	3	3	2	1	..	4	..	..	..	..	..	1
Pasco.....	51	2	2	6	11	4	17	..	7	..	..	1	1	..	..
Polk.....	21	..	1	..	4	6	2	6	..	..	..	2	..	..	..
Putnam....	39	4	6	..	2	1	9	3	7	..	..	2	1	..	4
St. Johns...	21	..	1	..	4	..	9	..	..	..	..	2	3	..	2
Santa Rosa.	17	2	..	..	1	2	4	1	5	..	..	..	1	1	..
Sumter.....	15	..	2	1	1	1	2	1	1	..	..	1	1	1	3
Suwannee...	48	2	3	2	6	1	2	..	3	..	1	5	6	5	10
Taylor.....	15	4	2	1	1	1	..	4	2	..	..	..	..	..	..
Volusia....	27	2	3	..	7	..	8	..	1	..	..	..	6	..	..
Wakulla....	15	..	2	..	..	..	3	2	2	..	..	..	..	3	1
Walton.....	30	11	1	..	1	4	8	1	3	..	..	1	..	..	..
Washington	27	4	3	..	3	1	3	3	7	..	..	1	..	1	1

TABLE X. (a) Average Age of Teachers.
(b) Average Months Experience.

1903-1904. Counties.	Average Age					Average Experience, Months				
	All Teachers	White		Negro		All Teachers	White		Negro	
		Male	Female	Male	Female		Male	Female	Male	Female
The State.....	29	29	27	31	26	46	47	35	68	54
Alachua.....	27	32	24	32	31	47	58	32	77	73
Baker.....	25	26	23	23	32	28	26	25	6	51
Bradford.....	23	23	22	30	25	19	15	15	72	5
Brevard.....	28	31	25	43	31	38	53	28	116	51
Calhoun.....	26	28	21	25	23	34	34	27	48	24
Citrus.....	27	34	24	33	23	43	54	39	78	32
Clay.....	26	22	23	40	25	28	21	26	38	25
Columbia.....	29	25	22	23	21	36	27	21	42	45
Dade.....	28	32	28	34	29	44	55	37	80	55
De Soto.....	25	27	23	33	..	33	39	28	69	..
Duval.....	30	46	29	32	28	55	138	50	66	52
Escambia.....	42	50	29	40	26	96	143	64	112	58
Franklin.....	28	43	37	32	26	61	131	30	111	39
Gadsden.....	29	27	27	36	27	38	86	31	63	31
Hamilton.....	24	29	21	28	22	32	67	19	36	19
Hernando.....	27	25	27	39	22	48	29	45	124	35
Hillsborough.....	29	35	24	36	27	42	57	38	63	27
Holmes.....	43	28	19	25	24	30	25	6	60	40
Jackson.....	28	43	26	39	22	45	49	32	75	12
Jefferson.....	30	34	29	32	25	46	81	53	43	18
La Fayette.....	22	20	23	..	..	32	12	20	..	..
Lake.....	23	34	27	40	27	49	74	33	125	53
Lee.....	24	23	23	33	..	24	39	21	74	..
Leon.....	28	29	25	36	27	49	85	42	65	43
Levy.....	24	25	20	34	25	33	28	26	111	55
Liberty.....	25	24	24	31	27	24	14	15	49	29
Madison.....	27	28	23	21	30	29	26	24	49	38
Manatee.....	28	31	24	35	23	33	44	25	4	14
Marion.....	19	32	25	34	25	35	52	27	56	36
Monroe.....	47	25	33	24	31	72	20	120	60	98
Nassau.....	58	33	25	32	27	93	81	28	78	46
Orange.....	31	47	30	35	27	49	106	46	94	23
Osceola.....	30	36	26	34	27	52	82	52	38	21
Pasco.....	26	41	22	33	22	34	78	18	147	17
Polk.....	29	33	28	31	30	45	52	41	76	45
Putnam.....	25	25	22	35	29	30	27	19	72	51
St. Johns.....	26	36	27	25	26	46	84	48	44	50
Santa Rosa.....	27	29	25	34	23	44	60	35	50	39
Sumter.....	23	42	48	33	28	59	136	37	98	59
Suwannee.....	27	29	25	31	23	44	38	43	58	41
Taylor.....	23	23	18	59	..	23	25	9	156	..
Volusia.....	28	32	26	32	29	47	67	38	82	55
Wakulla.....	42	41	34	35	24	34	55	34	..	..
Walton.....	48	27	24	21	22	44	28	21	98	6
Washington.....	29	30	25	31	25	43	31	31	101	18

TABLE XI.—Certain Facts Relative to Teachers Employed.

1903-1904 Counties.	Graduates of Normal Schools.				Attend- ants at Summer Schools.				Attend- ants at Teach- ers' As- sociations.		Sub- scribers to Edu- cational Journals		Non-Resi- dent Teachers.			
	White		Ne- gro		White		Ne- gro						Or County		Of State	
	Male	Female	Male	Female	Male	Female	Male	Female	White	Negro	White	Negro	White	Negro	White	Negro
The State ...	123	208	31	69	187	307	32	70	226	101	1115	358	384	114	85	4
Alachua.....	6	19	3	4	9	28	4	5	8	17	1	3	7	...	...	...
Baker.....	2	1	1	...	1	...	...	...	2	...	12	...	19	3	1	...
Bradford.....	8	2	...	...	7	4	3	...	12	...	31	4	10	7	...	...
Brevard.....	4	8	1	...	3	10	...	1	12	...	41	7	17	5	3	...
Calhoun.....	...	1	...	...	4	2	...	...	1	...	15	4	12	4	1	...
Citrus.....	3	2	...	...	4	20	...	...	5	2	19	2	10	1	...	...
Clay.....	1	6	3	...	5	15	1	5	5	...	12	6	7	6	4	...
Columbia.....	8	13	5	...	3	4	1	3	18	...	14	18	14	8	1	...
Dade.....	3	5	1	...	...	2	...	...	9	...	27	11	11	1	5	...
DeSoto.....	...	1	...	...	10	21	...	...	3	...	30	...	6	...	1	...
Duval.....	2	5	5	...	...	8	3	26	7	13	27	60	5	...	...	...
Escambia.....	1	6	4	...	...	8	...	...	...	...	67	24	4	...	8	...
Franklin.....	3	...	...	...	...	1	1	...	2	2	11	3	1	2	...	...
Gadsden.....	2	1	...	...	2	2	...	...	...	...	...	...	...	...	...	...
Hamilton.....	4	8	...	...	3	4	1	1	9	...	23	7	25	3	8	...
Hernando.....	1	5	2	...	...	5	...	...	4	...	13	3	10	3	2	...
Hillsborough..	7	10	4	5	20	35	...	4	9	4	103	20	20	4	10	...
Holmes.....	2	...	...	...	5	4	...	...	1	...	3	...	5	2	...	...
Jackson.....	3	...	...	...	...	...	...	...	5	...	34	17	1	1	...	...
Jefferson.....	5	3	1	...	3	8	1	...	10	...	20	12	1	1	1	...
LaFayette.....	2	3	...	...	4	4	...	...	12	...	...	...	...	...	...	...
Lake.....	2	4	...	...	3	12	2	1	8	6	35	7	9	7	1	...
Lee.....	...	...	...	...	...	...	...	...	3	...	28	1	12	...	...	...
Leon.....	...	...	...	...	...	...	...	...	5	...	7	...	2	...	...	...
Levy.....	3	3	...	...	9	16	2	1	5	3	30	7	6	7	5	...
Liberty.....	...	...	...	...	...	...	...	...	1	...	4	...	...	...	...	...
Madison.....	1	3	1	3	...	...	...	...	8	...	36	7	26	...	3	...
Manatee.....	7	4	1	...	3	2	...	1	2	...	27	2	6	...	...	...
Marion.....	5	13	3	6	10	26	8	10	15	22	60	27	15	4	8	2
Monroe.....	...	...	...	...	...	...	...	...	19	8	19	...	...	...	...	...
Nassau.....	2	6	1	3	3	2	1	...	4	1	15	8	4	...	6	1
Orange.....	5	15	1	8	2	6	1	1	1	16	87	19	2	...	2	...
Osceola.....	...	...	...	...	5	7	1	...	6	1	15	3	4	1	...	...
Pasco.....	...	...	...	...	1	1	...	...	2	...	16	2	...	...	...	...
Polk.....	3	5	...	...	2	5	...	...	4	...	24	...	6	7	3	...
Putnam.....	2	2	5	8	2	5	...	...	6	...	30	13	...	...	...	...
St. Johns...	1	2	2	2	...	...	...	...	...	...	...	...	9	4	3	...
Santa Rosa...	5	11	...	1	2	3	...	...	3	...	44	4	17	1	2	...
Sumter.....	3	2	...	...	...	12	2	4	8	4	20	10	6	7	...	...
Suwannee.....	8	17	5	6	6	7	...	2	24	2	30	10	20	8	5	...
Taylor.....	...	1	...	...	4	4	...	...	...	...	7	...	16	...	...	...
Voullusia.....	3	12	...	4	...	10	...	5	4	...	53	16	13	5	1	1
Wakulla.....	1	1	...	...	2	...	...	...	6	...	5	3	3	...	...	...
Walton.....	4	7	...	1	...	3	...	...	...	...	35	6	10	4	1	...
Washington..	1	1	...	...	...	...	...	...	...	...	38	8	13	7	...	...

TABLE XII.—Highest and Lowest Monthly Salaries Paid Teachers

1903—1904 Counties	Highest				Lowest			
	White		Negro		White		Negro	
	Male	Female	Male	Female	Male	Female	Male	Female
	Male	Female	Male	Female	Male	Female	Male	Female
The State.....	\$187	\$100	\$90	\$50	\$12	\$15	\$15	\$12
Alachua.....	103	77	51	26	25	25	20	20
Baker.....	70	85	25	25	20	20	20	20
Bradford.....	100	65	35	25	25	25	25	20
Brevard.....	85	55	40	35	40	20	40	25
Calhoun.....	45	85	20	20	25	25	18	20
Citrus.....	75	60	25	20	30	25	20	20
Clay.....	75	50	30	35	25	20	30	12
Columbia.....	100	55	40	25	25	25	20	20
Dade.....	103	92	50	41	40	40	40	40
De Soto.....	100	65	35	...	25	25	35	...
Duval.....	150	90	90	45	60	30	30	30
Escambia.....	156	75	50	50	30	30	30	25
Franklin.....	80	40	50	25	25	35	35	20
Gadsden.....	100	55	27	21	25	25	20	12
Hamilton.....	100	50	25	20	20	20	15	15
Hernando.....	75	50	40	20	70	25	20	20
Hillsborough.....	187	100	60	45	30	20	30	25
Holmes.....	85	40	30	30	30	30	30	30
Jackson.....	100	40	25	43	20	20	17	17
Jefferson.....	112	55	30	30	12	15	15	18
La Fayette.....	30	30	...	...	20	20	...	...
Lake.....	100	60	40	32	27	25	20	20
Lee.....	85	50	45	...	35	30	45	...
Leon.....	150	50	50	30	25	25	16	15
Levy.....	70	50	35	25	17	20	20	20
Liberty.....	55	30	21	21	26	21	21	16
Madison.....	100	45	45	35	25	25	25	25
Manatee.....	100	60	40	20	25	25	25	20
Marion.....	120	65	75	35	25	25	30	20
Monroe.....	100	50	75	40	100	35	65	30
Nassau.....	100	50	75	45	30	20	20	20
Orange.....	125	75	50	30	20	30	20	20
Oceola.....	90	45	20	35	30	27	20	25
Pasco.....	75	50	35	35	35	30	30	35
Polk.....	120	75	60	40	35	25	35	25
Putnam.....	125	70	50	35	30	30	20	20
St. Johns.....	110	70	55	30	25	20	20	20
Santa Rosa.....	75	50	35	30	20	20	35	20
Sumter.....	80	55	35	35	40	30	30	25
Suwannee.....	100	65	40	35	26	27	20	20
Taylor.....	70	35	37	...	25	25	30	...
Volusia.....	90	60	50	37	35	30	30	30
Wakulla.....	45	30	17	17	20	20	17	17
Walton.....	100	50	35	25	25	25	25	25
Washington.....	100	70	41	40	20	22	20	25

TABLE XHI.—Average Monthly Salaries Paid Teachers.

1903-1904. Counties.	Average Monthly Salaries.				
	Both Races.	White.		Negro.	
		Male.	Female.	Male.	Female.
The State	\$38 49	\$49 59	\$38 33	\$31 37	\$27 35
Alachua.....	39 80	57 83	40 94	27 04	23 50
Baker.....	28 53	31 46	26 55	23 04	22 34
Bradford	38 81	47 89	34 04	27 40	23 67
Brevard.....	43 82	68 86	40 85	40 00	30 52
Calhoun.....	28 52	32 64	29 59	19 60	20 00
Citrus.....	39 14	55 33	36 81	23 50	20 00
Clay.....	34 13	44 32	33 86	30 00	22 33
Columbia.....	33 47	47 11	34 91	23 12	21 97
Dade.....	49 30	76 15	47 35	43 77	40 25
DeSoto.....	40 46	47 15	39 26	35 00	.....
Duval.....	43 32	103 80	46 38	48 11	32 48
Escambia.....	53 39	62 59	56 68	40 24	41 30
Franklin.....	39 06	63 89	36 27	42 50	20 36
Gadsden.....	30 45	48 01	33 48	21 44	18 66
Hamilton.....	33 25	56 86	27 74	17 06	16 43
Hernando.....	37 17	60 91	35 29	34 28	20 00
Hillsborough	43 19	62 36	42 51	42 68	34 92
Holmes.....	65 13	39 30	34 35	30 00	40 00
Jackson.....	30 62	37 23	28 81	29 42	19 52
Jefferson.....	29 96	49 32	34 29	18 84	16 94
LaFayette.....	26 19	25 24	26 56	.....	.....
Lake.....	37 51	52 46	35 16	30 00	25 11
Lee.....	43 43	53 32	37 97	35 00	.....
Leon.....	32 92	65 77	35 14	31 39	20 53
Levy.....	37 61	46 35	35 86	27 58	23 21
Liberty.....	27 00	33 87	26 34	21 00	20 29
Madison.....	35 23	40 42	33 27	27 07	29 37
Manatee.....	43 55	53 43	38 83	33 33	25 00
Marion.....	38 08	53 39	37 66	40 52	28 51
Monroe.....	46 53	100 00	45 23	70 00	33 33
Nassau.....	33 10	57 73	31 38	39 41	27 32
Orange.....	42 44	64 82	43 75	42 34	23 90
Osceola.....	39 36	46 71	36 00	20 00	29 28
Pasco.....	37 64	34 12	35 77	37 94	35 00
Polk.....	33 82	44 88	30 03	38 95	28 60
Putnam.....	37 39	52 91	39 69	27 64	24 87
St. Johns.....	30 84	53 04	29 99	36 67	24 06
Santa Rosa.....	32 76	36 32	31 65	35 00	26 21
Sumter.....	37 31	50 68	36 80	32 86	29 90
Suwannee.....	36 88	41 44	40 58	25 40	26 17
Taylor.....	32 50	75 33	69 30	28 73	.....
Volusia.....	42 07	63 01	40 30	39 43	34 76
Wakulla.....	27 45	33 34	26 27	17 82	17 42
Walton.....	32 74	40 66	31 29	28 85	25 00
Washington.....	30 59	29 45	29 92	27 42	28 81

TABLE XIV.—Aggregate Salaries Paid Teachers.

1903--1904. Counties.	Total.	To White.		To Negro.	
		Males.	Females.	Ma'es.	Females.
The State...	\$675,146 43	\$180,124 82	\$880,880 77	\$45,198 33	\$68,943 01
Alachua....	30,693 30	8,350 96	17,044 60	2,559 94	2,737 80
Baker.....	4,302 23	2,315 22	1,611 82	218 82	156 37
Bradford...	12,142 25	5,102 75	5,868 25	911 25	260 00
Brevard.....	13,760 00	3,030 00	9,365 00	480 00	885 00
Calhoun....	4,498 12	1,419 75	2,480 37	518 00	80 00
Citrus.....	8,610 00	1,660 00	6,590 00	280 00	80 00
Clay.....	8,155 60	1,671 00	5,380 25	210 00	894 35
Columbia...	15,148 54	4,180 79	7,723 75	1,774 00	1,470 00
Dade.....	20,142 51	3,426 77	12,904 27	1,839 12	1,972 35
DeSoto...	18,017 20	7,316 20	10,351 00	350 00	.....
Duval.....	60,638 40	3,114 00	39,815 36	4,463 50	13,745 54
Escambia...	32,597 80	5,038 50	21,024 85	1,495 25	5,039 20
Franklin....	6,055 00	2,300 00	2,285 00	595 00	875 00
Gadsden...	10,378 00	3,527 00	4,203 00	1,249 00	1,399 00
Hamilton...	9,418 75	3,957 50	4,736 25	495 00	230 00
Hernando...	6,935 00	1,340 00	4,855 00	480 00	260 00
Hillsboro...	61,067 55	18,996 00	37,179 90	1,365 80	3,525 85
Holmes.....	8,874 26	4,450 88	4,063 38	240 00	130 00
Jackson....	15,753 99	5,867 50	6,128 50	2,775 75	982 24
Jefferson...	11,295 26	3,699 26	4,595 50	1,526 00	1,474 50
LaFayette...	3,074 25	965 00	2,109 25	.....	.....
Lake.....	15,814 16	4,438 27	9,330 39	900 00	1,145 00
Lee.....	7,470 25	3,092 75	4,062 50	315 00	.....
Leon.....	15,244 00	3,815 00	6,080 00	1,695 00	3,654 00
Levy.....	12,046 25	5,260 25	5,226 00	910 00	650 00
Liberty...	2,592 00	1,050 00	932 00	336 00	284 00
Madison...	11,697 95	6,127 00	3,300 95	1,337 50	932 50
Manatee...	13,522 50	6,305 00	6,542 50	300 00	375 00
Marion....	35,112 50	9,717 50	14,875 00	2,310 00	8,210 00
Monroe....	9,400 00	800 00	5,880 00	1,120 00	1,600 00
Nassau...	10,163 50	1,270 00	6,123 50	1,240 00	1,530 00
Orange....	24,797 75	3,760 00	17,844 00	1,355 00	2,338 75
Osceola...	8,039 75	3,611 00	3,958 75	60 00	410 00
Pasco.....	9,375 50	1,916 00	6,847 50	332 00	280 00
Polk.....	24,719 28	8,412 50	14,851 78	740 00	715 00
Putnam....	16,114 63	2,693 40	10,304 23	1,227 00	1,890 00
St. Johns...	11,456 10	1,347 35	7,437 75	820 00	1,861 00
Santa Rosa.	10,733 10	3,835 85	6,057 75	140 00	699 50
Sumter....	9,388 00	1,660 00	5,759 25	1,150 00	818 75
Suwannee...	15,475 87	3,844 12	8,779 87	1,270 00	1,581 88
Taylor.....	4,869 50	3,070 25	1,573 75	225 50	.....
Volusia...	21,299 80	3,970 00	13,601 00	1,277 50	2,451 80
Wakulla....	4,019 48	1,784 70	1,451 75	433 90	349 13
Walton....	9,716 62	2,608 87	5,832 75	900 00	375 00
Washington	10,519 93	4,005 43	4,932 00	977 50	605 00

TABLE XV.—Taxation for Schools in 1903.
PART I.—Assessed Valuation of Property; Total School Taxes Paid;
One Mill State Tax.

1903-1904 Counties.	Assessed Valuation of Property 1903	Total School Taxes of 1903 Collected	One Mill Tax of 1903			
			Assessed	Collected	Per Cent collected	Returned to County for Each \$1 Paid
The State...	\$111,333,735	731,441 94	\$111,333 73	\$99,013 32	89	\$1 01
Alachua...	4,470,239	26,831 73	4,470 24	3,900 04	87	1 55
Baker.....	857,997	4,443 12	858 00	825 82	96	93
Bradford....	1,820,424	12 281 45	1,820 42	1,792 88	98	1 17
Brevard.....	2,821,261	24 584 29	2,821 26	2,618 01	93	42
Calhoun.....	803,555	5,027 00	803 35	761 71	95	89
Citrus.....	1,205,860	9,857 57	1,205 86	1,185 82	98	59
Clay.....	1,149,225	10,152 11	1,149 22	812 48	71	1 26
Columbia....	2,237,109	9,375 91	2,237 11	790 54	36	3 84
Dade.....	3,739,231	23,446 92	3,739 23	3,611 32	97	38
DeSoto.....	3,007,047	19,644 44	3,007 05	2,748 00	91	81
Duval.....	11,214,639	80,753 68	11,214 64	10,680 42	95	61
Escambia....	6,368,576	31,597 22	6,368 58	6,164 61	97	69
Franklin....	880,188	4,646 20	880 19	785 29	89	95
Gadsden....	1,235,110	7,828 23	1,235 11	931 74	75	3 79
Hamilton...	1,503,482	8,970 55	1,503 48	1,005 23	67	1 93
Hernando...	1,058,673	8,393 27	1,058 67	983 06	93	67
Hillsboro...	9,034,881	63,733 76	9,034 88	6,454 64	71	90
Holmes....	897,574	6,183 87	897 57	822 59	92	1 66
Jackson.....	2,163,082	15,313 74	2,163 08	2,036 76	94	2 50
Jefferson...	1,611,721	9,142 21	1,611 72	1,535 33	95	2 41
LaFayette...	1,104,640	7,766 45	1,104 64	1,014 09	92	90
Lake.....	2,314,741	15,285 16	2,314 74	2,180 82	94	69
Lee.....	1,802,133	13,390 29	1,802 13	1,774 96	98	61
Leon.....	2,477,819	15,613 28	2,477 82	2,467 03	99	1 42
Levy.....	1,622,000	8,608 82	1,622 00	930 53	57	1 85
Liberty.....	520,701	3,222 92	520 70	500 00	96	1 28
Madison....	2,055,991	11,440 25	2,055 99	2,034 83	99	2 02
Manatee....	1,954,987	16,300 34	1,954 99	1,893 67	97	68
Marion.....	4,083,546	31,616 83	4,083 55	3,730 95	91	1 48
Monroe.....	1,757,385	11,256 77	1,757 38	1,713 47	98	78
Nassau....	2,059,301	10,044 62	2,059 30	1,970 19	96	71
Orange.....	3,669,000	28,246 19	3,669 00	3,273 51	89	69
Osceola....	1,515,598	9,380 07	1,515 60	1,179 15	78	69
Pasco.....	1,376,529	9,283 15	1,376 53	1,279 44	93	74
Polk.....	4,033,070	27,766 53	4,033 07	3,894 36	97	77
Putnam....	2,687,001	17,283 74	2,687 00	2,647 62	99	73
St. Johns...	2,677,000	16,060 91	2,677 00	2,643 58	99	55
Santa Rosa...	1,917,041	10,756 76	1,917 04	1,681 29	88	1 25
Sumter.....	1,492,881	8,618 31	1,492 88	1,319 63	88	1 03
Suwannee...	2,817,635	14,970 87	2,817 63	1,834 61	65	1 66
Taylor.....	1,361,966	8,582 79	1,361 97	1,208 57	89	70
Volusia....	3,467,849	29,091 75	3,467 85	3,431 40	99	67
Wakulla....	709,520	3,425 48	709 52	662 54	93	1 30
Walton....	1,930,846	11,151 85	1,930 85	1,590 12	82	1 10
Washington	1,854,681	10,190 50	1,854 68	1,710 57	92	1 19

TABLE XV.—Taxation for Schools in 1903.

PART II.—County School Tax.

County	No. Mills Levied	Assessed	Collected	Per Cent Collected	Delinquent Taxes Paid
The State		\$538,547 15	\$465,956 65	84	\$66,919 47
Alachua	5	22,188 45	15,766 53	71	2,129 58
Baker	5	4,289 98	3,145 87	73	700 22
Bradford	5	9,102 12	7,223 40	79	.....
Brevard	5	14,144 42	13,090 93	93	876 50
Calhoun	5	4,374 75	3,300 19	75	309 61
Citrus	5	6,029 36	5,161 62	86	.....
Clay	5	5,748 03	5,432 15	95	1,528 09
Columbia	5	11,145 00	6,568 26	73	1,573 86
Dade	5	18,696 15	18,056 60	97	355 99
DeSoto	5	15,085 24	13,055 94	87	959 74
Duval	5	56,073 20	46,591 73	83	7,612 29
Escambia	5	31,842 88	22,955 61	72	7,561 54
Franklin	5	4,400 94	3,309 91	75	166 06
Gadsden	5	6,175 58	4,658 74	75	108 94
Hamilton	4	6,013 93	5,539 46	92	149 97
Hernando	5	5,293 36	4,635 07	88	351 77
Hillshoro	5	45,502 63	37,595 68	83	11,491 95
Holmes	5	4,487 87	4,312 28	96	1,737 78
Jackson	5	10,815 42	10,168 99	94	670 00
Jefferson	5	8,058 61	6,818 88	85	55 79
LaFayette	5	5,472 13	5,295 93	97	697 04
Lake	5	11,573 70	9,717 78	84	2,139 57
Lee	5	9,010 66	8,256 76	92	1,247 94
Leon	5	12,389 35	12,065 25	97	.....
Levy	5	8,110 00	5,512 49	57	2,434 89
Liberty	5	2,608 96	2,438 92	94	177 50
Madison	5	9,500 00	7,846 77	83	19 10
Manatee	5	9,774 94	8,330 52	85	1,317 38
Marion	5	19,915 82	18,654 79	94	3,477 90
Monroe	5	8,796 92	7,761 30	88	1,728 40
Nassau	5	9,429 25	6,462 25	69	968 41
Orange	5	18,345 00	17,927 55	98	2,419 80
Osceola	5	7,580 79	6,979 28	92	876 93
Pasco	5	6,882 65	5,051 01	81	1,287 99
Polk	5	20,165 35	18,346 92	70	412 45
Putnam	5	13,355 00	13,334 36	99	835 64
St. Johns	5	13,385 00	12,087 33	90	3,540 78
Santa Rosa	5	9,585 20	7,907 31	82	937 81
Sumter	5	7,464 40	5,593 60	75	675 50
Suwannee	5	14,085 88	8,973 54	63	366 38
Taylor	5	6,809 83	6,626 28	97	79 86
Volusia	5	17,339 25	16,472 28	95	1,205 42
Wakulla	5	2,954 75	2,400 94	81	500 13
Walton	5	9,660 85	7,725 88	80	635 75
Washington	5	9,938 61	6,610 83	67	697 82

TABLE XV.—Taxation for Schools in 1903.
PART III.—Poll and District Taxes.

1903-1904 Counties.	Poll Taxes of 1903.				District Taxes.		
	Assessed.	Collected.	Delinquent Polls Paid.	No. Districts.	Assessed.	Collected.	Delinquent Taxes.
The State	\$60178	\$56906	\$18909	374	\$135,247 74	\$109,475 93	\$11,404 62
Alachua....	4784	2885	499	24	7,827 32	4,790 17	826 76
Baker.....	518	346	41	1	287 05	125 43	.....
Bradford...	992	900	578	9	2,896 85	2,865 07	.....
Brevard...	1213	1001	333	32	8,486 65	7,875 25	274 93
Calhoun...	926	597	105	2	394 47	368 10	.....
Citrus.....	715	683	257	15	2,914 73	2,827 13	.....
Clay.....	549	633	66	7	3,452 09	3,369 48	569 78
Columbia...	2507	1001	382	5	2,252 63	1,016 11	281 84
Dade.....	936	1779	1245	.....	.....	.....	.....
DeSoto...	2090	1679	457	6	2,591 00	2,161 50	116 62
Duval.....	.....	4499	3161	8	22,439 98	18,983 53	283 92
Escambia...	4734	2467	1435	.....	.....	.....	.....
Franklin...	673	551	341	.....	.....	.....	.....
Gadsden...	1526	1051	18	2	1,489 00	1,186 75	.....
Hamilton...	1318	935	292	3	1,558 93	1,440 86	9 65
Hernando...	653	408	110	11	2,805 14	2,367 14	260 83
Hillsboro'...	2231	4937	3268	25	19,447 56	14,746 54	1,270 90
Holmes...	1422	1049	.....	.....	.....	.....	.....
Jackson...	3075	2522	309	6	797 96	585 99	.....
Jefferson...	2951	788	409	.....	.....	.....	.....
FaFayette...	937	828	159	3	910 66	628 93	.....
Lake.....	1069	918	153	11	2,876 43	2,468 56	100 00
Lee.....	613	538	54	8	3,201 82	2,720 57	1,349 69
Leon...	1303	1081	214	.....	.....	.....	.....
Levy.....	914	852	101	13	2,851 00	1,31 80	789 83
Liberty.....	336	284	105	.....	.....	.....	.....
Madison...	2146	1506	50	1	343 23	52 65	.....
Manatee...	827	1294	76	37	5,486 97	4,782 15	405 71
Marion.....	2818	2727	301	22	6,860 21	6,504 09	.....
Monroe...	.....	1782	.....	.....	.....	.....	.....
Nassau...	746	457	1183	1	1,586 62	1,155 18	119 76
Orange.....	1499	1571	353	13	5,488 37	5,474 13	10 16
Osceola...	522	724	401	8	551 23	506 64	62 56
Pasco.....	643	894	33	34	3,905 79	2,058 70	1,247 47
Polk...	1460	1783	415	17	6,408 18	3,542 25	3,078 42
Putnam...	1033	983	113	8	378 41	318 76	2 50
St. Johns...	466	1330	57	.....	.....	.....	.....
Santa Rosa...	1235	1157	586	1	90 81	11 16	.....
Sumter...	813	858	121	3	1,148 90	847 08	.....
Suwannee...	1819	1362	182	9	3,160 93	2,800 72	651 80
Taylor...	642	566	.....	1	235 50	181 9	.....
Volusia...	600	615	.....	20	8,749 70	8,573 07	.....
Wakulla...	670	362	183	.....	.....	.....	.....
Walton...	1618	1153	423	1	881 86	682 90	62 54
Washington	1597	1125	290	7	957 74	744 60	185 45

TABLE XVI.—School Fund Receipts of 1903.
PART I.—Their Sources.

1903-1904. Counties.	Total Receipts Except Borrow- ed Money.	1 Cash From Last Year.	2 From County Taxes.	3 From Poll Taxes.	4 From District Taxes.
The State..	\$1,078,089 42	\$131,949 04	\$532,876 12	\$75,905	\$120,890 55
Alachua..	37,785 72	204 35	17,896 10	2,864	5,116 93
Baker.....	7,934 08	1,367 40	3,846 09	387	125 43
Bradford..	20,080 69	4,894 44	7,223 40	1,478	2,395 07
Brevard...	33,329 31	5,559 51	13,966 53	1,384	8,150 19
Calhoun...	9,814 31	3,210 14	3,509 80	702	368 10
Citrus.....	15,221 22	2,597 36	5,161 62	940	2,827 13
Clay	14,143 91	404 31	6,980 24	704	3,899 26
Columbia..	16,637 67	75 79	8,142 12	1,383	1,297 95
Dade.....	25,284 39	409 51	18,412 59	3,024	.....
DeSoto....	29,036 24	4,477 62	14,015 68	2,136	2,278 12
Duval.....	99,540 57	7,965 72	54,204 02	7,660	19,215 45
Escambia..	47,038 29	3,854 92	30,517 15	3,902	.....
Franklin..	8,316 58	935 82	3,475 97	892	.....
Gadsden...	22,215 34	6,355 96	4,767 63	1,069	1,186 75
Hamilton..	14,869 16	1,134 53	5,699 43	1,277	1,450 51
Hernando..	11,305 78	2,232 95	4,986 84	518	2,627 97
Hillsboro'.	98,428 48	16,397 94	49,087 53	8,205	16,017 44
Holmes....	9,255 17	324 89	6,050 06	1,049	.....
Jackson...	23,154 46	318 00	10,898 96	2,831	585 99
Jefferson..	19,453 37	2,193 70	6,874 67	1,197	.....
LaFayette.	11,206 51	2,394 34	5,992 47	987	628 93
Lake.....	20,892 32	636 84	11,857 35	1,071	2,568 56
Lee.....	18,711 57	.....	9,504 70	592	4,070 26
Leon.....	23,533 94	4 70	12,065 25	1,295	.....
Levy.....	13,400 65	90 33	7,947 38	953	2,103 63
Liberty...	5,905 39	1,064 17	2,616 42	389	.....
Madison...	19,681 22	4,263 03	7,865 87	1,556	52 65
Manatee...	26,384 49	7,072 92	9,647 90	1,370	5,187 86
Marion...	47,031 17	5,143 91	22,132 69	3,028	6,504 09
Monroe...	16,105 79	2,139 25	9,489 70	1,782	.....
Nassau....	14,627 66	922 43	7,430 66	1,640	1,274 94
Orange....	39,341 64	8,525 83	20,347 35	1,924	5,484 29
Osceola...	15,394 11	3,959 74	7,847 21	1,125	569 20
Pasco.....	14,985 38	1,975 67	6,339 00	927	3,306 17
Polk.....	40,748 64	4,290 25	18,959 37	2,198	6,615 67
Putnam...	19,897 41	623 03	14,169 40	1,096	321 26
St. Johns..	10,583 32	133 45	15,628 11	1,387	.....
Santa Rosa	17,044 10	560 52	8,845 13	1,743	11 16
Sumter....	14,916 33	3,372 20	6,269 10	979	847 08
Suwannee	21,649 16	3,280 84	9,339 92	1,544	3,452 02
Taylor...	9,930 64	425 54	6,706 14	566	181 94
Volusia....	39,274 52	6,952 14	17,077 70	615	8,573 07
Wakulla...	5,503 98	.....	2,901 07	545	.....
Walton....	19,412 35	4,225 11	8,361 58	1,576	745 44
Washin't'n	19,202 39	4,977 94	7,308 15	1,416	930 05

TABLE XVI.—School Fund Receipts of 1903.
PART II.—Receipts from Other Sources.

1903-1904. Counties.	From State Apportionment				Tuition Non-Resi- dent Pupils	Examination Fees	Other Sources
	5 Interest Fund	6 One Mill Tax	7 Indian War Claim Interest	8 State Aid to High Schools			
The State	\$30787 33	\$99850 80	\$42177 24	\$26800 00	1188 78	1676	\$14048 61
Alachua	1867 39	6056 40	*	3000 00	.....	82	698 55
Baker.....	285 69	764 40	879 07	+	.....	66	268 00
Bradford..	648 98	2104 80	*	1280 00	40 00	26	.....
Brevard..	338 18	1096 80	1015 01	1120 00	73 32	15	610 78
Calhoun..	210 16	681 60	723 71	400 00	.....	8	80
Citrus ..	214 97	697 20	634 38	960 00	.....	16	1172 56
Clay.....	316 35	1026 00	*	+	473 25	26	394 50
Columbia.	994 99	3032 40	*	960 00	.....	66	745 42
Dade	425 18	1878 80	1172 97	+	.....	36	425 39
DeSoto ..	687 09	2228 40	2030 01	1080 00	64 32	39	.....
Duval	2010 58	6520 80	*	1560 00	.....	174	280 00
Escambia.	1304 99	4232 40	*	2200 00	18 00	90	918 83
Franklin ..	230 88	748 80	734 07	960 00	.....	11	328 04
Gadsden..	1088 17	3529 20	3829 58	360 00	.....	29	.....
Hamilton..	597 55	1938 00	1758 14	960 00	.....	54	10 00
Hernando ..	202 34	656 40	*	+	.....	14	67 23
Hillsboro ..	1788 21	5799 60	*	+	.....	102	1036 76
Holmes ..	420 32	1363 20	+	+	47 70	.....	.....
Jackson ..	1568 43	5086 80	*	960 00	.....	.....	965 25
Jefferson ..	1140 71	3699 60	3803 69	+	.....	44	500 00
LaFayette ..	281 57	913 20	*	**	.....	9	.....
Lake	466 57	1513 20	1494 03	1160 00	68 77	82	24 00
Lea	214 97	697 20	703 00	600 00	169 72	8	2211 72
Leon	1078 55	3498 00	4320 25	960 00	.....	89	223 19
Levy	530 21	1719 60	+	+	.....	41	15 50
Liberty ..	197 58	640 80	*	200 00	.....	6	791 42
Madison ..	1269 47	4117 20	*	360 00	.....	28	169 00
Manatee ..	394 42	1279 20	1310 19	+	.....	22	.....
Marion	1697 93	5506 80	*	2840 00	.....	118	59 75
Monroe ..	383 69	1244 40	*	**	.....	.....	1066 75
Nassau ..	428 46	1889 60	1452 60	+	.....	40	45 97
Orange	695 97	2257 20	*	+	.....	52	55 00
Osceola ..	249 01	807 60	*	800 00	.....	19	17 35
Pasco	291 56	945 60	1047 38	+	.....	51	102 00
Polk	922 78	2992 80	2960 87	1760 00	43 90	.....	5 00
Putnam ..	599 77	1945 20	*	\$ 600 00	93 75	39	410 00
St. Johns ..	450 66	1461 60	1478 50	**	3 00	21	20 00
Santa Rosa ..	648 61	2103 60	2140 06	600 00	.....	17	875 03
Sumter	418 47	1357 20	1283 01	360 00	.....	15	15 27
Suwannee ..	937 58	3040 80	*	+	.....	48	6 00
Taylor	261 22	847 20	727 60	200 00	.....	15	.....
Volusia	705 96	2289 60	2386 05	+	.....	35	40 00
Wakulla ..	265 66	861 60	714 65	200 00	.....	16	.....
Walton	536 87	1741 20	1829 35	360 00	3 00	30	8 80
Wash'gt'n	628 63	2038 80	1749 07	+	100 00	27	27 75

* Reported last year. † Not reported at all. ‡ \$330 more not reported.
‡ State Aid received should have been reported this year.
** No State Aid received or asked for.

TABLE XVII.—Summary of Expenditures of Public School Funds.

1903 1904. Counties.	Total Warrants Drawn.	Warrants For Debts and Borrowed Money.	Total Expenditures.		
			For all Pur- poses.	For Schools Proper.	For Adminis- tration, etc.
The State	\$1 023,373 0.	\$78,325 10	\$945,047 92	\$335,572 20	\$109,475 72
Alachua...	50,349 32	4,223 88	46 026 44	37,718 89	8,307 53
Baker.....	7 673 23	.....	7 673 24	6,829 81	843 43
Bradford....	19,8 7 70	4,000 00	15,827 70	14 181 82	1,645 88
Brevard.....	30,434 95	.....	30 434 95	26 594 85	3,840 10
Calhoun.....	5 870 0	.....	5,870 05	5 050 41	889 64
Citrus.....	12,707 73	1,000 00	11,707 73	9,663 74	2,043 99
Clay.....	13,209 00	.....	13,209 0	10 393 94	2,815 06
Columbia....	32,853 0	11,387 83	21,470 20	16,671 41	4,793 79
Dade.....	33 254 46	1 00	33 253 46	31,197 05	2,056 41
DeSoto.....	35 017 16	8,800 00	26,217 16	23 615 65	2,601 51
Duval.....	99 919 64	14 436 25	85 513 39	75 770 91	9,742 48
Escambia....	59 412 58	15 977 05	43,435 53	40 005 76	3,429 77
Franklin....	11 355 54	3,110 35	8,245 19	7 113 75	1,131 44
Gadsden....	12 154 3	.....	12,154 33	10 954 93	1,199 40
Hamilton....	12,023 39	15 75	12 007 64	10,891 81	1,115 83
Hernando....	13,811 26	3,920 00	9,891 26	8 246 39	1,644 87
Hillsboro'...	86 824 36	1,131 75	85 192 61	76 501 01	8,691 60
Holmes.....	10,040 35	.....	10,040 35	9 070 85	969 50
Jackson....	19,442 41	352 24	19,090 17	16 620 18	2,469 99
Jefferson....	18,127 99	.....	18,127 99	16 337 56	1,800 43
LaFayette....	5,096 30	.....	5 096 30	4 049 25	1,047 05
Lake.....	22 054 54	2 500 00	19,554 54	17 205 12	2,349 42
Lee.....	14,769 09	.....	14,769 09	10,817 27	3,961 82
Leon.....	19,945 13	.....	19,945 13	17,739 87	2,205 26
Levy.....	15,523 06	650 00	14,872 06	13 238 12	1,633 94
Liberty.....	3 606 31	.....	3 606 31	3 012 51	593 80
Madison.....	16 920 2	.....	16 920 28	14 637 90	2,282 38
Manatee....	18,939 15	.....	18 939 15	17,070 06	1,869 09
Marion.....	4 537 03	.....	42,537 03	39,571 09	2,965 94
Monroe.....	15,47 99	.....	15,147 99	14,020 64	1,127 35
Nassau.....	12,655 31	.....	12 655 31	11 01 81	1,553 50
Orange.....	33 334 55	.....	33,334 55	30,385 96	2,948 59
Osceola....	15,625 20	1,530 00	14 095 20	12,661 85	1,433 35
Pasco.....	12,865 73	.....	12,865 73	11,426 87	1,438 86
Polk.....	30,367 05	.....	30 367 05	27,156 17	3,210 88
Putnam.....	18,263 50	.....	18,262 59	16 517 11	1,745 39
St. Johns....	16,143 53	.....	16,143 53	14 343 67	1,799 86
Santa Rosa..	21,094 30	4,250 00	16,844 30	14 477 22	2,367 08
Sumter.....	11,304 70	.....	11 304 70	10,003 48	1,301 22
Suwannee....	23,908 09	.....	23,903 09	21,097 01	2,811 08
Taylor.....	10,189 51	.....	10 189 51	9 253 36	933 15
Volusia....	27,339 12	.....	27,339 12	24 745 70	2,593 42
Wakulla....	6,114 52	1,040 00	5,074 52	4,305 64	768 88
Walton.....	12,754 08	.....	12,754 08	11,691 64	1,059 44
Washington	13,133 47	.....	13,133 47	11,676 19	1,457 28

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART I.—Total Salaries of Teachers, Cost of Lots, etc

1903-1904 Counties.	Total	1 Salaries of Teachers ✓	2 School Lots ✓	3 New Buildings ✓	4 Repairs ✓
The State..	\$385,572 20	\$675,146 43	\$10,070 15	\$61,179 79	\$19,251 56
Alachua.....	87,718 86	30,693 30		3,062 64	583 47
Baker.....	6,829 81	4,302 23		1,680 67	21 18
Bradford.....	14,181 82	12,142 25		482 42	146 07
Brevard.....	26,594 85	13,760 0	42 45	6,565 48	1,325 87
Calhoun.....	5,000 41	4,498 12		355 00	
Citrus.....	9,663 74	5,610 00			36 50
Clay.....	10,393 94	8,155 60		870 75	110 67
Columbia...	16,671 41	15,148 54	27 00	70 52	379 77
Dade.....	31,197 05	20,142 51	203 58	5,556 26	992 51
DeSoto.....	23,615 65	18,017 20		3,113 37	432 87
Duval.....	75,770 91	60,638 40	400 00	1,781 27	1,129 67
Escambia.....	40,005 76	32,507 80	1,320 50	1,322 74	1,907 34
Franklin..	7,113 75	6,055 00			326 63
Gadsden.....	10,954 93	10,378 00		325 28	122 83
Hamilton...	10,891 81	9,418 75		232 27	257 57
Hernando...	8,246 39	6,935 00	386 35	214 78	56 03
Hillsborough.	76,501 01	61,067 55	6,373 23	2,871 51	1,116 48
Holmes.....	9,070 85	8,874 20			
Jackson.....	16,620 18	15,753 99		292 46	456 48
Jefferson...	16,327 56	11,295 26	40 00	2,730 85	551 77
LaFayette..	4,049 25	3,074 25		275 00	100 00
Lake.....	17,205 12	15,814 10	5 85	609 37	178 60
Lee.....	10,807 27	7,470 25	261 64	1,514 54	588 03
Leon.....	17,739 87	15,244 00		535 90	357 12
Levy.....	13,238 12	12,046 25		303 93	205 14
Liberty.....	3,012 51	2,592 00		40 00	248 43
Madison.....	14,637 90	11,697 95		1,995 00	62 90
Manatee.....	17,070 06	13,522 50	386 00	2,329 74	524 40
Marion.....	39,571 09	35,112 50	150 00	578 00	594 39
Monroe.....	14,020 64	9,400 00		3,346 72	200 00
Nassau.....	11,101 81	10,163 50		150 00	405 30
Orange.....	30,385 96	24,797 75	262 00	1,124 07	1,094 33
Osceola.....	12,661 85	8,039 75		3,291 30	114 33
Pasco.....	11,426 87	9,375 50		198 13	70 88
Polk.....	27,156 17	24,719 28		1,304 80	386 37
Putnam.....	16,517 11	16,114 63		124 68	31 34
St. Johns...	14,343 67	11,456 10			1,465 70
Santa Rosa..	14,477 22	10,733 10		2,377 67	52 27
Sumter.....	10,003 48	9,388 00	100 00	330 40	155 90
Suwannee...	21,097 01	15,475 87		2,894 51	921 07
Taylor.....	9,256 36	4,869 50		3,992 26	96 81
Volusia.....	24,745 70	21,299 80		128 67	1,006 06
Wakulla.....	4,303 64	4,019 48		88 84	130 90
Walton.....	11,694 64	9,716 62	111 55	1,406 98	58 23
Washington..	11,676 19	10,519 93		701 01	199 36

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART II.—Cost of Furniture, Apparatus, Insurance, etc.

1903—1904. Counties.	5 Furniture.	6 Apparatus.	7 Insurance.	8 Rents.	9 Janitors.
The State.....	\$15693 74	\$1840 16	\$4494 57	\$1610 17	\$6835 21
Alachua.....	410 4	14 75	.....	.....	180 47
Baker.....	575 8	25 00	42 75	.....	.....
Bradford ..	314 55	.....	13 50	.....	48 00
Brevard.....	813 85	.....	55 00	58 00	.....
Calhoun.....	.....	.....	.....	.....	.....
Citrus.....	4 65	.....	183 75	.....	.....
Clay.....	123 51	.....	.....	14 50	60 25
Columbia ..	234 0	202 75	100 00	.....	122 75
Dade.....	2274 50	127 77	485 4	122 00	268 42
DeSoto.....	1648 71	6 20	18 00	27 00	80 00
Duval.....	366 35	28 15	318 25	331 30	1893 65
Escambia ..	240 85	88 00	385 27	254 00	822 00
Franklin ..	152 55	.....	.....	.....	183 60
Gadsden.....	100 8	.....	28 00	.....	.....
Hamilton ..	973 61	.....	.....	.....	.....
Hernando ..	.....	.....	.....	46 00	64 00
Hillsborough.....	488 45	70 35	.....	311 89	460 00
Holmes ..	71 90	106 25	16 65	.....	.....
Jackson.....	29 00	.....	15 00	9 25	.....
Jefferson.....	786 50	.....	256 62	42 00	27 00
LaFayette.....	400 00	200 00	.....	.....	.....
Lake ..	102 90	5 00	.....	50 00	108 50
Lee.....	192 60	71 90	105 00	9 90	51 00
Leon.....	421 45	.....	.....	.....	147 25
Levy.....	266 00	.....	320 97	.....	.....
Liberty.....	40 20	.....	45 00	.....	.....
Madison.....	470 15	215 50	135 00	.....	14 00
Manatee.....	214 00	.....	.....	.....	.....
Marion.....	139 35	3 00	915 85	.....	175 00
Monroe.....	.....	.....	250 50	199 92	624 00
Nassau.....	73 65	.....	19 00	41 50	59 75
Orange.....	156 70	.....	.....	.....	241 50
Osceola.....	94 85	.....	80 75	.....	60 00
Pasco.....	472 15	.....	30 00	.....	62 00
Polk.....	279 80	50	72 00	.....	.....
Putnam.....	33 65	.....	33 50	.....	.....
St. Johns.....	259 99	.....	38 25	.....	320 00
Santa Rosa.....	1033 65	.....	60 00	40 00	.....
Sumter.....	20 28	4 40	.....	.....	.....
Suwannee.....	599 47	479 20	90 00	.....	135 00
Taylor.....	.....	60 00	90 00	.....	.....
Volusia.....	397 50	131 43	291 00	50 00	669 37
Wakulla ..	56 42	.....	.....	.....	.....
Walton.....	259 77	.....	.....	.....	7 70
Washington.....	99 70	.....	.....	.....	.....

TABLE XVIII.—Expenditures for "Schools Proper" Itemized.
PART III.—Cost of Fuel, Free Books, etc.

1903-1904. Counties.	10 Fuel ✓	11 Free Books ✓	12 Transportation of Pupils ✓	13 School Incidentals ✓
The State.....	\$3872 26	\$3023 25	18016 74	\$14539 17
Alachua.....	36 20		446 00	2341 62
Baker.....		232 17		
Bradford.....		50 00		985 03
Brevard.....		382 65	2497 22	1094 33
Calhoun.....				147 29
Citrus.....		459 94	368 90	
Clay.....	40 20		969 30	49 08
Columbia.....	12 75		67 50	305 60
Dade.....	13 85		868 95	142 28
DeSoto.....	4 00	140 60	56 20	21 50
Duval.....	1107 84		5817 56	1958 47
Escambia.....	508 53	86 55	37 50	435 18
Franklin.....	153 55			242 42
Gadsden.....				
Hamilton.....				9 61
Hernando.....		487 55		56 68
Hillsborough.....	1003 75	191 50	1865 20	681 15
Holmes.....				1 75
Jackson.....	50 00			14 00
Jefferson.....			597 50	
LaFayette.....				
Lake.....	25 75	40 32	33 60	231 01
Lee.....	17 10		109 56	415 69
Leon.....	94 00		392 50	547 61
Levy.....	22 35			72 82
Liberty.....		31 38		15 50
Madison.....	47 40			
Manatee.....	12 00	81 42		
Marion.....	50 00		763 00	1090 00
Monroe.....				
Nassau.....	74 15			111 96
Orange.....	214 28	53 26	1395 00	1047 07
Osceola.....	19 50	426 08	469 39	65 92
Pasco.....	15 55	151 91	667 30	383 41
Polk.....		78 54	8 70	306 18
Putnam.....		20 00	159 36	
St. Johns.....	131 74	30 62	245 00	396 27
Santa Rosa.....	39 85			140 68
Sumter.....				4 50
Suwannee.....				501 89
Taylor.....	1 50		39 00	107 29
Volusia.....	167 62	77 76	62 50	463 99
Wakulla.....				10 00
Walton.....	8 80			65 00
Washington.....			80 00	76 19

TABLE XIX.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1902—1904 Counties.	Total	1 Salary of Super- intendents.	2 Traveling Ex- penses of super- intendents.	3 Per Diem and Mileage of School Boards.	4 Incidental Ex- penses of Supra- and Boards.	5 Commissions Paid Treasurers.
The State.	\$109475 72	\$34212 92	\$2143 65	\$10052 17	\$5712 35	\$16421 96
Alachua...	847 38	1200 00	.....	396 10	580 33	1547 00
Baker...	843 42	423 60	5 25	109 20	25 26	145 75
Bradford...	1645 88	600 00	157 40	406 29	81 25	197 58
Brevard...	3840 11	900 00	54 95	384 20	300 00	427 96
Calhoun...	869 64	420 00	45 00	174 00	50 65	126 69
Citrus...	2043 9	710 00	20 00	144 00	117 46	244 32
Clay...	2815 00	900 0	25 00	195 00	45 60	180 83
Columbia...	4798 79	720 00	22 25	131 20	94 12	413 97
Dade...	2056 4	600 00	24 40	422 00	331 64	300 23
DeSoto...	2601 5	900 00	.....	205 40	94 04	566 75
Duval...	9742 4	1743 75	378 35	241 31	681 17	1734 47
Escambia...	3429 77	1225 0	141 00	250 00	426 49	.....
Franklin...	1131 44	300 0	.....	162 00	181 93	207 94
Gadsden...	1199 40	720 00	.....	137 80	.....	233 15
Hamilton...	1115 83	480 00	.....	169 2	41 2	227 70
Hernando...	1644 87	600 0	14 3	167 2	19 4	128 30
Hillsboro...	8691 60	1300 0	309 00	218 40	77 84	1364 86
Holmes...	969 50	600 00	.....	158 80	.....	118 20
Jackson...	2469 99	900 0	.....	245 0	108 80	598 97
Jefferson...	1800 43	720 00	7 50	213 50	71 90	347 92
LaFayette...	1047 05	475 00	3 10	275 00	11 0	106 92
Lake...	2349 4	1030 00	200 0	208 4	81 3	424 24
Lee...	3961 8	480 0	137 00	191 0	29 30	255 48
Leon...	2305 26	1020 0	.....	161 80	31 20	418 47
Levy...	1633 94	710 0	21 0	190 40	113 97	204 88
Liberty...	593 80	23 30	25 00	190 00	1 00	75 90
Madison...	2282 30	710 0	.....	251 60	63 00	280 18
Manatee...	1863 00	610 00	.....	153 80	.....	463 04
Marion...	2905 94	910 00	2 3	285 40	56 2	745 84
Monroe...	1127 35	630 0	50 00	72 0	13 00	69 91
Nassau...	1533 50	555 00	.....	276 0	17 58	265 93
Orange...	2948 50	1150 00	180 00	556 3	61 20	83 69
Oceola...	1433 35	600 00	.....	276 00	.....	276 92
Pasco...	1438 80	720 00	.....	156 00	32 80	166 65
Polk...	3210 80	1000 0	.....	172 40	204 9	692 24
Putnam...	1745 39	900 00	.....	199 00	71 00	362 86
St. Johns...	1799 86	720 00	35 05	94 00	173 14	331 86
Santa Rosa...	2367 08	742 50	.....	257 50	.....	475 70
Sumter...	1301 20	700 00	.....	156 00	122 35	.....
Suwannee...	2811 00	866 70	.....	144 45	.....	482 20
Taylor...	933 15	420 00	.....	149 50	10 00	176 29
Volusia...	2593 40	1000 00	100 00	396 31	128 94	572 44
Wakulla...	768 88	300 00	.....	205 20	50 00	126 25
Walton...	1059 44	600 00	16 00	212 40	5 00	167 19
Washington...	1457 28	600 00	154 60	261 00	73 75	29 14

TABLE XIX.—Expenditures for "Administration" Itemized.
PART II.—Other Expenditures.

1903-1904 Counties.	6 Interest on Debt and Loans.	7 Institutes and Summer Schools.	8 Undistributed Books, etc.	9 Printing.	10 Expenses of Examinations.	11 Tuition of County Line Pupils.	12 All Other Fur- poses.
The State...	\$19111 16	1447 2	5694 86	2316 30	2385 07	763 16	9154 86
Alachua...	4361 74				131 05		101 36
Baker...				39 76	16 00		78 52
Bradford...	78 33			30 00	40 00		55 03
Brevard...	363 9	82 0		95 90	62 60		1163 52
Calhoun...				30 00	23 30		
Citrus...				173 80	80 65	8 00	545 76
Clay...	450 94	25 7	105 0	99 50	35 50	236 60	515 29
Columbia...	472 33		499 37	40 25	75 25		1330 00
Dade...	278 44				99 70		
DeSoto...	307 10				37 60	109 72	389 90
Duval...	4739 56	10 00		213 25	177 62		
Escambia...	1193 13		65 00	34 00	90 15		5 00
Franklin...	58 43	83 90	58 64	26 60	49 00		
Gadsden...				51 00	48 70		8 75
Hamilton...	21 13		87 55	50 00	39 00		
Hernando...	507 67		19 99	52 78			135 25
Hillsboro...	2870 09	180 00	1141 62	90 00	93 20		525 59
Holmes...				24 00	68 50		
Jackson...	483 03			30 00	71 50		122 61
Jefferson...	13 96		149 05	25 85	118 90		124 85
LaFayette...	84 23			82 50	9 30		
Lake...	223 20		22 17	60 64	47 40		
Lee...			1379 06	87 75	40 55		1361 68
Leon...	127 67			35 65	101 70		263 66
Levy...	291 26	25 43		12 00	51 00		
Liberty...				50 00	16 60		
Madison...			175 22	80 90	40 40		
Manatee...	380 97			57 50	37 65		171 13
Marion...	533 40	50 00	65 00	24 00	90 25	66 50	
Monroe...					35 00		80 44
Nassau...	162 52			36 27	80 20		
Orange...			392 00	60 95			262 12
Osceola...	12 50			73 95	13 60	23 18	157 20
Pasco...			214 64	68 15	80 60		
Polk...		990 17			86 80	64 32	
Putnam...	49 29			31 75	24 00	60 10	47 30
St. Johns...	194 31		121 00		36 75	93 75	
Santa Rosa...	201 06		19 55	50 00	50 25		390 52
Sumter...				34 00	20 80		268 10
Suwannee...	530 50			109 75	67 60		619 88
Taylor...	86 37			48 00	19 10		23 89
Volusia...				107 56	65 00	100 99	122 24
Wakulla...	40 00			24 00			23 33
Walton...				36 50	22 30		
Washington...				67 85			270 94

TABLE XX.—Showing Financial Condition of County Boards
July 1, 1904.

1903—1904 Counties	Total	Net	Net
	Indebted- ness	Indebted- ness	Cash on hand
The State	\$293,850 31	\$207,752 19	\$85,160 13
Alachua	64,892 59	54,834 08	.....
Baker .....	.....	.....	184 85
Bradford .....	.....	.....	4,232 99
Brevard	1,477 69	.....	2,142 55
Calhoun .....	.....	.....	3,944 26
Citrus	187 50	.....	3,162 48
Clay	1,321 61	.....	410 30
Columbia	6,960 08	5,328 43	.....
Dade	8,532 66	8,242 85	.....
De Soto	1,465 32	.....	2,474 08
Duval	76,092 47	63,667 73	.....
Escambia	23,818 16	17,586 23	.....
Franklin .....	.....	.....	71 39
Gadsden .....	.....	.....	10,051 01
Hamilton	787 30	.....	2,844 35
Hernando	1,584 56	659 59	.....
Hillsborough	36,009 18	24,880 61	.....
Holmes	6,902 66	4,961 23	.....
Jackson	184 20	.....	253 18
Jefferson	902 34	.....	903 43
LaFayette	1,498 31	.....	5,267 90
Lake	5,245 63	193 09	.....
Lee .....	.....	.....	3,942 48
Leon .....	.....	.....	1,665 49
Levy	6,836 96	5,159 80	.....
Liberty .....	.....	.....	2,299 08
Madison .....	.....	.....	2,760 94
Manatee	5,050 28	.....	1,617 01
Marion	1,512 39	.....	1,003 64
Monroe	6,294 43	4,155 18	.....
Nassau	1,336 55	153 98	.....
Orange	2,833 29	.....	5,357 63
Osceola	1,305 25	.....	784 65
Pasco	5,335 58	1,368 05	.....
Polk	11,541 54	8,041 99	.....
Putnam	1,532 90	280 59	.....
St. Johns	588 65	.....	4,004 35
Santa Rosa	815 05	273 93	.....
Sumter	1,068 53	.....	2,487 16
Suwannee	4,797 49	3,908 15	.....
Taylor	799 03	644 10	.....
Volusia .....	.....	.....	11,935 49
Wakulla	86 79	.....	389 46
Walton	512 50	.....	6,298 33
Washington	891 96	.....	5,523 19

TABLE XXI—Balance Sheet, or Summary of Financial Statements of County Courts.
PART I. *Debits.—The Sum of These Three Columns Equals the Sum of the Three Columns in Part II.

1903 1904 Counties.	Total Re- ceipts Ex- cept Borrow- ed Money.	Borrowed Money.	Warrants of 1904 Not Paid July 1.
The State.....	\$1,078,089 42	\$65,983 57	\$138,918 65
Alachua.....	37,785 75	1,500 00	22 131 71
Baker.....	7,934 08		
Bradford.....	20,080 86	4,000 00	
Brevard.....	33,329 31		1,475 74
Calhoun.....	9,814 31		
Citrus.....	15,221 22	1,000 00	182 50
Clay.....	14,143 91		1,319 31
Columbia.....	16,677 87	11,387 83	5,804 18
Dade.....	25,284 31		8,529 99
DeSoto.....	29,036 24	8,800 00	1,505 32
Daval.....	99,540 57		18,772 43
Escambia.....	47,038 29	19,477 05	6,825 78
Franklin.....	8,316 58	3,110 35	
Gadsden.....	22,215 34		
Hamilton.....	14,869 16		785 88
Hernando.....	11,305 78	4,000 00	1,533 82
Hillstoro.....	98,428 48		17,459 95
Holmes.....	9,255 17		6,407 46
Jackson.....	23,154 46		184 20
Jefferson.....	19,453 87		902 34
LaFayette.....	11,206 51		656 00
Lake.....	20,892 32	8,000 00	1,745 63
Lee.....	18,711 57		
Leon.....	23,533 94		
Levy.....	13,400 65		6,836 96
Liberty.....	5,905 39		
Madison.....	19,681 22		
Manatee.....	26,284 49		5,050 28
Marion.....	47,031 17		1,512 39
Monroe.....	16,105 79		3,145 79
Nassau.....	14,627 66		1,242 96
Orange.....	39,341 64		2,833 29
Osceola.....	15,394 11	1,458 34	1,269 28
Pasco.....	14,985 38		5,235 58
Polk.....	40,748 64		2,738 48
Putnam.....	19,897 41		1,532 30
St. Johns.....	20,583 32		588 65
Santa Rosa.....	17,044 10	4,250 00	731 23
Sumter.....	14,916 33		1,068 53
Suwannee.....	21,649 16		4,737 49
Taylor.....	9,930 64		799 05
Volusia.....	39,274 52		
Wakulla.....	5,503 98	1,000 00	86 79
Walton.....	19,412 35		512 50
Washington.....	19,212 89		776 89

*Total debits or sum of the three columns, \$1,280,991.64.

TABLE XXI.—Balance Sheet, or Summary of Financial Statements of County Boards.

PART II.—*Credits.—The sum of these three columns equals the sum of the three columns in Part I.

1903—1904 Counties	Total Ex- penditures Except Pay- ment of Debts	Loans, Old Debts and Warrants Paid	Cash on Hand
The State.	\$945,047 92	\$160 783 54	\$175,160 18
Alachua.....	46,026 44	5,332 48	10 058 51
Baker.....	7 673 23	76 00	184 85
Bradford.....	15,827 70	4 000 00	4,232 99
Brevard.....	30 434 95	749 86	3 620 24
Calhoun.....	5,870 05	.....	3,944 26
Citrus.....	11 707 73	1 346 01	3,349 98
Clay.....	13 209 00	522 31	1,731 91
Columbia.....	21,470 20	11,387 83	971 65
Dade.....	32 253 46	271 11	289 81
DeSoto.....	26 217 16	9 185 00	3 939 40
Duval.....	85,513 39	20 374 87	12 424 74
Escambia.....	43 435 53	23 673 66	6,231 93
Franklin.....	8 295 19	3,110 35	71 39
Gadsden.....	12,154 33	10 00	10,051 01
Hamilton.....	12,007 64	15 75	3 631 65
Hernando.....	9,891 26	6 074 11	874 23
Hillsborough.....	85 192 61	19 567 25	11,128 57
Holmes.....	10 040 35	3 680 85	1,941 43
Jackson.....	19,090 17	3 811 11	437 38
Jefferson.....	18,127 99	421 90	1,805 82
LaFayette.....	5 096 30	.....	6,766 21
Lake.....	19 554 54	4,030 87	5,052 54
Lee.....	14 769 09	.....	3,942 48
Leon.....	19,945 13	1 923 32	1,665 49
Levy.....	14,872 06	3 688 39	1,677 16
Liberty.....	3 606 31	.....	2,299 08
Madison.....	16 920 28	.....	2 760 94
Manatee.....	18 939 15	5 728 33	6 667 29
Marion.....	42,537 03	3 490 50	2,516 03
Monroe.....	15,147 99	1 546 34	2 557 25
Nassau.....	12 655 31	2,032 74	1 182 57
Orange.....	33 334 55	659 41	8 180 97
Osceola.....	14 095 20	1,986 61	2 039 90
Pasco.....	12,865 73	3,487 70	3,867 53
Polk.....	30,367 05	6,618 52	6 499 55
Putnam.....	18,262 50	1,915 50	1,251 71
St. Johns.....	16,143 53	435 44	4,593 00
Santa Rosa.....	16,844 30	4 639 90	541 12
Sumter.....	11 304 70	1,124 47	3,555 69
Suwannee.....	23,908 09	1,649 22	829 34
Taylor.....	10,189 51	385 23	154 65
Volusia.....	27,839 12	.....	11,935 40
Wakulla.....	5,074 52	1,040 00	476 25
Walton.....	12,754 08	359 94	6,810 83
Washington.....	13 133 47	430 66	6 415 15

*Total Credits, or sum of the three columns, \$1,280,991.64.

TABLE XXII.—Total Cost of White Schools.

1903-1904. Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on En- rollment.
The State.....	\$785,930 97	\$713,406 02	\$72,524 95
Alachua.....	36,354 30	31,891 37	4,462 93
Baker.....	7,160 93	6,454 62	706 31
Bradford.....	14,280 75	12,961 57	1,319 18
Brevard.....	28,179 85	25,194 90	2,984 95
Calhoun.....	5,091 28	4,402 41	688 87
Citrus.....	10,953 15	9,303 74	1,649 41
Clay.....	11,280 53	9,174 46	2,106 07
Columbia.....	15,777 30	13,373 30	2,404 00
Dade.....	28,624 00	27,154 38	1,470 52
DeSoto.....	25,744 61	23,256 27	2,488 34
Duval.....	60,247 63	55,185 03	5,062 60
Escambia.....	34,894 58	32,779 53	2,115 05
Franklin.....	5,983 92	5,353 41	630 51
Gadsden.....	8,728 15	8,273 75	454 40
Hamilton.....	10,968 77	10,166 61	801 96
Hernando.....	8,505 38	7,485 80	1,019 56
Hillsboro.....	78,000 68	70,763 07	7,237 61
Holmes.....	9,639 22	8,710 85	928 37
Jackson.....	14,021 80	12,862 19	1,159 61
Jefferson.....	13,666 63	13,263 71	402 92
LaFayette.....	5,096 30	4,049 25	1,047 05
Lake.....	16,765 68	15,160 12	1,605 46
Lee.....	14,196 78	10,472 37	3,724 41
Leon.....	12,256 46	11,799 62	456 84
Levy.....	12,738 72	11,613 21	1,125 51
Liberty.....	2,721 47	2,387 51	333 96
Madison.....	12,969 41	11,918 90	1,050 51
Manatee.....	18,008 66	16,395 06	1,613 60
Marion.....	30,191 33	28,981 09	1,210 24
Monroe.....	11,713 72	10,956 72	757 00
Nassau.....	8,964 95	8,103 51	861 44
Orange.....	28,518 18	26,692 21	1,825 97
Osceola.....	13,450 65	12,140 82	1,309 83
Pasco.....	12,083 09	10,814 87	1,268 22
Polk.....	24,509 17	25,701 17	2,808 00
Putnam.....	14,328 91	13,400 11	928 80
St. Johns.....	12,552 83	11,317 45	1,235 38
Santa Rosa.....	15,554 58	13,637 72	1,916 86
Sumter.....	8,864 12	8,034 73	829 39
Suwannee.....	19,656 53	17,952 67	1,703 86
Taylor.....	9,884 19	9,030 86	853 33
Volusia.....	22,571 43	20,950 20	1,621 23
Wakulla.....	3,913 19	3,512 61	400 58
Walton.....	11,278 74	10,419 64	859 10
Washington.....	11,037 54	9,952 43	1,085 11

TABLE XXIII.—Total Cost of Negro Schools.

1903 1904 Counties.	Total.	Expended on Schools Proper.	Expended on Administration Prorated on Enrollment.
The State.....	\$159,116 95	\$122,166 18	\$36 950 77
Alachua ..	9,612 14	6,021 28	3,591 00
Baker	512 30	375 19	137 11
Bradford.....	1,546 95	1 220 25	326 70
Brevard	2,255 10	1,399 95	855 15
Calhoun	778 77	598 00	180 77
Citrus.....	754 58	360 00	394 58
Clay	1 928 47	1,219 48	708 99
Columbia.....	5,692 90	3,298 11	2,394 79
Dade	4 628 56	4,042 67	585 89
DeSoto	472 55	359 38	113 17
Duval.....	25 265 76	20,585 88	4 679 88
Escambia.....	8 540 95	7 226 21	1,314 72
Franklin.....	2,261 27	1,760 34	500 93
Gadsden.....	3,426 18	2,681 18	745 00
Hamilton.....	1 038 87	725 00	313 87
Hernando.....	1,385 90	760 59	625 31
Hillsboro.....	7,191 93	5,737 94	1,453 99
Holmes.....	401 13	360 00	41 13
Jackson.....	5,068 37	3 757 99	1 310 38
Jefferson.....	4,461 36	3,063 85	1,397 51
LaFayette.....	.....	.....	.....
Lake.....	2,788 86	2,045 00	743 86
Lee	572 31	334 90	237 41
Leon.....	7,688 67	5 940 25	1,748 42
Levy.....	2,133 34	1,624 91	508 43
Liberty.....	884 84	625 00	259 84
Madison.....	3,950 87	2,719 00	1,231 87
Manatee.....	930 49	675 00	255 49
Marion	12 345 70	10,590 00	1,755 70
Monroe.....	3,434 27	3 063 92	370 35
Nassau.....	3 690 36	2,998 30	692 06
Orange.....	4,816 37	3 693 75	1,122 62
Osceola.....	644 55	521 03	123 52
Pasco.....	782 64	612 00	170 64
Polk.....	1 857 88	1,455 00	402 88
Putnam	3,933 59	3,117 00	816 59
St. Johns.....	3 590 70	3,026 22	564 48
Santa Rosa.....	1,289 72	839 50	450 22
Sumter	2,440 58	1,968 75	471 83
Suwannee.....	4,251 56	3,144 34	1,107 22
Taylor.....	305 32	225 50	79 82
Volusia.....	4,767 69	3,795 50	972 19
Wakulla.....	1,161 33	793 08	368 30
Walton.....	1,475 34	1,275 00	200 34
Washington.....	2,085 93	1,723 76	362 17

TABLE XXIV.—Per Capita Cost of Schools. (a) Of Total Population. (b) Of Youth of School Age. (c) Of Pupil Enrolled.

1903-1904 Counties.	Per Capita of Total Population.	Per Youth of School Age.			Per Pupil Enrolled.		
		Both Races.	White.	Negro.	Both Races.	White.	Negro.
The State...	\$1 56	\$5 18	\$7 39	\$2 09	\$7 71	\$10 33	\$3 42
Alachua.....	1 4	4 61	8 71	1 6	7 43	10 92	3 37
Baker.....	1 5	4 91	5 59	2 0	6 27	8 99	2 57
Bradford....	1 3	4 03	4 73	1 6	5 81	8 54	2 86
Brevard.....	5 1	13 39	23 32	7 11	23 48	27 9	7 80
Calhoun.....	1 0	3 96	4 82	1 8	6 16	6 74	3 93
Charlton.....	1 9	8 61	10 82	2 2	12 42	14 39	4 15
Clay.....	2 12	7 62	8 43	4 8	10 11	11 55	5 86
Columbia....	1 10	4 51	6 45	2 47	5 45	8 07	2 88
Dade.....	4 30	14 31	17 64	6 63	17 58	21 16	8 59
DeSoto.....	2 36	7 74	8 19	1 92	9 58	9 84	3 97
Duval.....	2 01	7 03	11 71	3 63	10 36	14 05	6 37
Escambia....	1 42	5 19	6 87	2 56	8 15	10 41	4 31
Franklin....	1 6	6 03	7 67	3 93	9 06	11 80	5 61
Gadsden....	7	2 11	4 58	8	3 02	5 73	1 37
Hamilton....	9	3 23	4 21	97	5 38	6 84	1 65
Hernando....	2 55	8 74	13 54	2 75	12 75	17 68	4 70
Hillsboro'...	2 2	7 62	8 83	3 0	12 03	13 22	6 07
Holmes.....	1 10	2 81	3 03	99	4 39	4 40	4 14
Jackson.....	7	2 37	3 81	1 16	2 93	4 54	1 45
Jefferson....	1 0	2 83	10 89	87	4 53	15 37	1 45
Lafayette...	80	2 93	3 31		5 01	5 01	
Lake.....	2 45	8 43	10 41	4 01	10 37	13 02	4 67
Lee.....	3 8	12 03	12 61	5 61	17 36	17 75	11 22
Leon.....	8	2 51	9 98	1 15	4 60	13 63	2 24
Levy.....	1 45	4 74	6 21	1 97	7 12	8 85	3 28
Liberty.....	1 15	3 80	5 3	2 02	6 00	8 05	3 36
Madison....	8	2 70	5 06	1 07	3 80	6 33	1 64
Manatee....	2 51	8 29	9 60	2 2	10 83	11 93	3 89
Marion.....	1 43	4 44	7 62	2 2	6 61	11 53	3 26
Monroe.....	78	2 71	2 94	2 1	8 50	9 79	5 86
Nassau.....	1 23	4 27	5 27	2 93	6 88	8 79	4 51
Orange.....	2 33	7 50	10 50	2 78	11 27	15 58	4 28
Ocala.....	3 23	10 76	11 47	4 70	12 92	13 49	6 86
Pasco.....	1 9	6 91	7 93	2 24	10 93	11 73	5 59
Polk.....	2 01	6 83	7 83	2 37	9 12	9 79	4 44
Putnam.....	1 52	5 35	8 38	2 31	7 69	11 34	3 54
St. Johns...	1 68	6 66	7 63	4 6	9 95	11 23	7 05
Santa Rosa...	1 51	4 20	4 86	1 56	6 63	7 59	2 68
Sumter.....	1 56	4 78	6 01	2 77	7 14	8 88	4 25
Suwannee....	1 34	3 87	6 03	1 46	5 53	7 51	2 51
Taylor.....	1 97	5 39	6 05	1 19	8 14	8 64	2 85
Volusia.....	2 27	7 45	10 00	3 38	10 33	13 69	4 81
Wakulla....	96	3 16	4 94	1 37	5 03	7 61	2 28
Walton.....	1 08	3 51	3 82	2 23	5 17	5 61	3 16
Washington	1 07	3 51	3 85	2 37	4 93	5 63	3 11

TABLE XXV.—Cost of Schools and County Superintendents.

(a) Per Capita Cost Per Pupil in Daily Attendance.

(b) Cost of Co. Supt. Percentage of Cost of All Teachers.

(c) Visits to Schools by County Superintendent.

1903-1904 Counties	Cost of Schools per Pupil in Daily Attendance			Co. Superintendent His Cost is of All Teachers	Visits to Schools the Hour of Month in Year		
	Both Races	White	Negro		To All Schools	To White Schools	To Negro Schools
The State.....	\$11 30	\$15 32	\$4 92	.050	28.6	2226	650
Alachua.....	10 59	16 19	4 61	.039	83	57	26
Baker.....	10 45	11 82	4 00	.098	42	38	4
Bradford.....	9 19	10 73	3 95	.049	64	55	9
Bravard.....	32 62	33 23	11 51	.065	42	37	5
Calhoun.....	9 67	10 76	5 81	.093	42	37	5
Citrus.....	18 79	21 86	6 18	.082	61	53	8
Clay.....	15 87	19 79	7 36	.110	53	43	9
Columbia.....	8 78	12 43	4 81	.047	90	60	30
Dade.....	26 77	32 09	13 22	.023	62	46	16
De Soto.....	13 90	14 33	5 31	.050	45	45	...
Duval.....	15 63	20 84	9 79	.025	125	74	51
Escambia.....	11 90	15 13	6 35	.037	124	100	24
Franklin.....	12 05	16 04	7 27	.049	37	22	15
Gadsden.....	4 19	8 04	1 88	.069	123	75	48
Hamilton.....	8 16	10 37	2 50	.050	66	59	7
Hernando.....	19 13	28 66	6 99	.082	56	45	11
Hillsborough.....	16 90	18 84	7 97	.029	145	70	75
Holmes.....	7 53	7 66	5 28	.068	81	75	6
Jackson.....	4 06	6 24	2 07	.057	98	68	30
Jefferson.....	5 97	24 49	1 80	.064	36	21	15
La Fayette.....	7 32	7 32	...	.154	64	64	...
Lake.....	15 03	18 26	7 28	.063	62	52	10
Lee.....	27 15	27 95	15 89	.065	43	42	1
Leon.....	6 31	18 35	3 08	.068	8	...	8
Levy.....	10 95	14 06	4 72	.059	64	54	10
Liberty.....	7 08	9 55	3 95	.085	25	18	7
Madison.....	5 15	8 41	2 26	.061	33	81	2
Manatee.....	15 99	16 92	7 75	.044	19	19	...
Marion.....	9 30	16 07	4 58	.026	109	65	44
Monroe.....	15 41	16 55	10 70	.073	43	38	10
Nassau.....	10 03	12 73	6 61	.054	9	8	1
Orange.....	16 74	22 33	6 73	.054	56	42	14
Osceola.....	21 19	22 12	11 31	.074	25	22	3
Pasco.....	16 28	17 61	7 52	.077	...	...	...
Polk.....	1 46	13 32	6 25	.041	70	67	3
Putnam.....	11 20	16 57	5 14	.056	74	49	25
St. Johns.....	13 82	16 34	8 98	.063	32	29	3
Santa Rosa.....	9 40	10 87	3 56	.069	96	88	8
Sumter.....	10 67	12 77	6 70	.075	122	91	31
Suwannee.....	9 77	12 93	4 59	.056	78	65	13
Taylor.....	12 41	13 73	3 02	.087	56	53	3
Volusia.....	14 27	18 78	6 67	.047	61	41	20
Wakulla.....	7 01	8 89	4 09	.074	64	45	19
Walton.....	8 02	9 39	4 92	.062	58	50	8
Washington.....	7 92	6 77	5 26	.057	75	62	13

TABLE XXVI.—Number and Kinds of Public School Buildings and Number of Rooms.

1903-1904. Counties.	Whole Number	PUBLIC SCHOOL BUILDINGS									Number of Rooms		
		Log			Frame			Brick			Total	White	Negro
		Total	White	Negro	Total	White	Negro	Total	White	Negro			
The State	2412	128	103	25	2258	1645	613	26	25	1	3450	2602	848
Alachua	112	...	...	...	108	63	45	4	4	...	192	115	77
Baker.....	42	6	6	...	36	32	4	...	...	...	46	42	4
Bradford..	42	...	...	...	42	34	8	...	...	...	58	50	8
Brevard..	44	3	2	1	41	38	3	...	...	...	54	50	4
Calhoun..	31	4	1	3	27	23	4	...	...	...	37	30	7
Citrus ..	24	...	...	...	24	20	4	...	...	...	34	30	4
Clay.....	33	...	...	...	33	27	6	...	...	...	47	38	9
Columbia	80	1	...	1	79	51	28	...	...	...	98	63	35
Dade	33	1	1	...	32	24	8	...	...	...	63	50	13
DeSoto ..	58	...	...	...	58	56	2	...	...	...	87	85	2
Duval	69	...	...	...	66	36	30	3	2	1	194	121	73
Escambia	73	2	1	1	71	50	21	...	...	...	126	94	32
Franklin ..	7	...	...	...	7	5	2	...	...	...	22	15	7
Gadsden..	67	2	...	2	65	33	32	...	...	...	79	44	35
Hamilton..	59	3	...	3	55	44	11	1	1	...	80	66	14
Hernando..	23	1	...	1	22	17	5	...	...	...	32	26	6
Hillsboro..	129	2	1	1	120	96	24	7	7	...	228	196	32
Holmes ..	50	11	9	2	39	38	1	...	...	...	57	54	3
Jackson ..	99	7	4	3	92	59	33	...	...	...	128	85	43
Jefferson ..	61	1	1	...	59	22	37	1	1	...	74	34	40
LaFayette	39	19	19	...	20	20	...	...	...	...	40	40	...
Lake	59	...	...	...	58	44	14	1	1	...	79	63	16
Lee	20	...	...	...	20	19	1	...	...	...	26	25	1
Leon	71	...	...	...	70	32	38	1	1	...	86	42	44
Levy	47	...	...	...	47	35	12	...	...	...	59	46	13
Liberty...	18	...	...	...	18	11	7	...	...	...	22	14	8
Madison..	86	...	...	...	86	52	34	...	...	...	102	64	38
Manatee..	43	...	...	...	43	41	2	...	...	...	62	60	2
Marion ...	107	...	...	...	107	63	44	...	...	...	161	100	61
Monroe ..	16	8	6	2	8	6	2	...	...	...	25	17	8
Nassau ..	48	1	1	...	46	37	9	1	1	...	60	46	14
Orange...	56	4	4	...	50	36	14	2	2	...	95	71	24
Osceola ..	22	2	2	...	20	17	3	...	...	...	35	32	3
Pasco	36	...	...	...	36	31	5	...	...	...	47	42	5
Polk	72	...	...	...	70	64	6	2	2	...	111	101	10
Putnam ..	68	...	...	...	68	44	24	...	...	...	93	62	31
St. Johns ..	32	...	...	...	30	23	7	2	2	...	57	42	15
Santa Rosa	75	2	2	...	73	64	9	...	...	...	97	84	13
Sumter...	37	...	...	...	37	27	10	...	...	...	53	40	13
Suwannee ..	64	...	...	...	64	47	17	...	...	...	84	62	22
Taylor	37	12	11	1	25	24	1	...	...	...	42	40	2
Volusia...	50	...	...	...	50	35	15	...	...	...	86	64	22
Wakulla ..	32	2	2	...	30	20	10	...	...	...	33	23	10
Walton ...	71	19	16	3	52	44	8	...	...	...	81	69	12
Washington	70	15	14	1	54	41	13	1	1	...	78	65	13

TABLE XXVII.—Patent Desks and Blackboards in the Schools.

1903--1904. Counties.	Patent Desks in Use.						Good Blackboards, (Square Yards.)			
	Whole Number.	Single.			Double.			Total.	White.	N. gro.
		Total.	White.	Negro.	Total.	White.	Negro.			
The State...	40069	12061	11110	951	28008	22586	5422	36107	27844	8263
Alachua...	3136	748	707	41	2388	1403	985	1742	1254	488
Baker...	141				141	141		167	155	12
Bradford...	484	184	184		300	300		506	504	52
Brevard.....	1053	650	638	12	403	321	82	760	697	63
Calhoun.....								190	166	24
Citrus.....	449				449	410	39	306	288	18
Clay.....	545	46	46		499	411	88	373	343	30
Columbia...	661	36	36		625	625		803	653	150
Dade.....	1994	1974	1774	200	20	20		558	467	91
DeSoto...	778	50	50		728	728		736	712	24
Duval.....	4660	1399	1376	23	1872	1872	1389	509	2424	2665
Escambia...	2598	398	385	13	2200	1765	435	1402	106	376
Franklin...	355	15	10	5	340	220	120	2618	1908	650
Gadsden...								311	206	105
Hamilton...	713				713	713		695	655	40
Hernando...	278	47	47		231	231		445	377	68
Hillsboro...	2747	664	643	21	2083	1848	235	1732	1556	176
Holmes.....								378	367	11
Jackson.....	264	33	33		231	231		957	726	231
Jefferson...	482	41	41		441	441		450	354	96
LaFayette...	326	2	2		324	324		237	237	
Lake.....	617	98	98		519	519		1106	1051	55
Lee.....	779	365	365		414	414		824	764	60
Leon.....	693	136	93	43	557	235	322	880	620	260
Levy.....	74				74	74		411	326	85
Liberty.....	160	160	160					232	166	66
Madison...	1223	194	194		1029	854	175	663	627	36
Manatee...	808	61	61		747	747		511	490	21
Marion.....	2222	124	124		2098	1471	627	1699	1177	522
Monroe.....	902				902	602	300	271	231	40
Nassau.....	332	26	25	1	306	253	53	360	247	113
Orange.....	1260	733	706	27	527	466	61	745	630	115
Osceola...	362	6	6		356	356		198	198	
Pasco.....	392	43	43		349	349		210	210	
Polk.....	1383	752	752		631	631		936	912	24
Putnam.....	717	427	133	294	290	290		1301	962	339
St. Johns...	1063	861	861		202	92	110	644	454	190
Santa Rosa...	1076				1076	1066	10	798	735	63
Sumter.....	886	67	67		819	638	181	725	585	140
Suwannee...	581	20	20		561	561		621	502	119
Taylor.....	94	48	48		46	46		232	232	
Volusia...	2274	1423	1152	271	851	641	210	1472	987	485
Wakulla...	60				60	60		120	60	60
Walton.....	162	10	10		152	152		376	326	50
Washington	285	220	220		65	65		217	167	50

TABLE XXVIII.—Value of Public School Property.
PART I.—Real Estate Not Owned by County Boards.

1903-1904 Counties.	Total	Value Lots			Value Buildings		
		Total	White	Negro	Total	White	Negro
The State...	\$157,517	\$15,850	\$12,835	\$3,065	\$141,667	\$119,080	\$22,607
Alachua.....	55	5	5	..	50	50	..
Baker.....	210	10	..	10	20	200	..
Bradford....	2,300	500	500	..	1,800	1,800	..
Brevard.....	..	..	..	..	..	..	..
Calhoun.....	561	76	4	36	43	345	140
Citrus.....	..	..	..	..	..	..	..
Clay.....	985	85	65	20	900	700	200
Columbia....	190	50	5	45	14	50	90
Dade.....	58	105	105	..	47	475	..
DeSoto.....	570	70	50	20	50	300	200
Duval.....	4,300	775	445	330	3,525	2,025	1,500
Escambia....	4,605	680	6	615	3,925	1,150	2,775
Franklin....	..	..	..	..	..	..	..
Gadsden....	10,974	1,047	916	131	9,927	6,950	2,977
Hamilton....	7,995	825	725	100	7,170	6,010	1,160
Hernando....	35	10	..	10	2	..	25
Hillsboro'...	53,110	4,160	4,160	..	48,950	48,950	..
Holmes.....	2,100	135	128	7	1,965	1,900	65
Jackson.....	8,107	1,757	1,530	227	6,350	4,980	1,370
Jefferson....	6,350	550	550	..	5,800	5,800	..
LaFayette...	875	10	10	..	86	865	..
Lake.....	12,170	82	820	..	11,350	10,200	1,150
Lee.....	300	100	100	..	500	500	..
Leon.....	..	..	..	..	..	..	..
Levy.....	319	14	12	2	305	265	40
Liberty.....	535	145	100	45	39	125	265
Madison....	..	..	..	..	..	..	..
Manatee....	..	..	..	..	..	..	..
Marion.....	1,035	95	55	40	1,000	600	400
Monroe.....	..	..	..	..	..	..	..
Nassau.....	825	55	20	35	77	300	470
Orange.....	1,782	212	127	85	1,570	890	680
Osceola....	740	70	35	35	67	470	200
Pasco.....	545	60	60	..	48	485	..
Polk.....	..	..	..	..	..	..	..
Putnam.....	6,045	1,005	390	615	5,040	2,040	3,000
St. Johns....	1,465	115	20	95	1,300	200	1,100
Santa Rosa...	6,375	800	625	175	5,570	4,525	1,045
Sumter.....	350	..	..	..	350	100	250
Suwannee...	1,650	100	60	40	1,550	1,030	520
Taylor.....	895	90	75	15	80	625	180
Volusia....	1,110	110	50	60	1,000	350	650
Wakulla....	730	125	75	50	600	50	555
Walton.....	5,569	334	292	42	5,235	4,600	635
Washington..	10,815	750	670	80	10,065	9,165	900

TABLE XXVIII.—Value of Public School Property.
PART II.—Real Estate Owned by County Boards.

1903-1904. Counties.	Total.	Value Lots.			Value Buildings.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State..	\$938,995	\$165,043	\$140,465	\$24,578	\$773,952	\$681,026	\$92,926
Alachua...	96,295	9,425	8,100	1325	86,870	70,500	16,370
Baker.....	4,643	181	169	12	4,452	4,292	160
Bradford...	11,283	1,234	1,108	126	10,049	9,354	695
Brevard...	31,235	5,035	4,560	475	25,200	23,500	1,700
Calhoun...	2,505	320	312	8	2,185	2,110	75
Citrus...	14,795	845	705	140	13,950	13,000	950
Clay.....	11,435	810	585	225	10,625	8,325	2,300
Columbia...	19,073	4,438	3,398	1040	14,635	11,785	2,850
Dade.....	37,415	11,750	11,250	500	25,665	23,585	2,100
DeSoto...	27,560	3,360	3,310	50	24,200	23,900	300
Duval...	49,570	9,240	7,645	1595	40,330	34,325	7,005
Escambia...	70,895	17,415	13,540	3875	53,480	47,605	5,875
Franklin...	13,49	3,505	2,705	800	9,986	7,650	2,336
Gadsden...	1,278	28	28	.....	1,250	1,250	.....
Hamilton...	2,910	315	215	.....	2,695	2,695	.....
Hernando...	8,280	380	290	90	7,900	7,425	475
Hillsboro'...	93,329	27,079	25,584	1495	66,250	59,600	6,650
Holmes...	1,680	130	130	.....	1,550	1,550	.....
Jackson...	5,750	505	475	30	5,245	4,785	460
Jefferson...	7,050	490	255	235	6,560	5,125	1,435
LaFayette...	2,140	225	235	.....	1,915	1,915	.....
Lake.....	5,420	220	210	10	5,200	4,950	250
Lee.....	9,915	2,015	1,965	50	7,900	7,900	.....
Leon.....	19,820	3,480	2,330	1150	16,340	12,330	3,980
Levy.....	9,663	483	368	115	9,180	8,145	1,045
Lilerty...	2,468	218	164	54	2,251	2,105	145
Madison...	16,345	2,275	1,750	525	14,070	13,170	900
Manatee...	17,915	3,440	3,445	5	14,475	14,435	50
Marion...	44,880	5,040	3,440	160	39,840	29,100	10,740
Monroe...	23,500	14,500	11,000	3500	9,000	9,000	.....
Nassau...	16,038	2,833	1,935	818	13,205	9,620	3,585
Orange...	36,830	4,910	4,330	580	31,920	28,270	3,650
Osceola...	10,975	690	690	.....	10,285	10,285	.....
Pasco.....	11,195	1,100	1,100	.....	10,095	10,095	.....
Polk.....	50,939	3,759	3,669	90	47,180	46,180	1,050
Putnam...	7,220	975	895	80	6,215	5,270	975
St. Johns...	28,730	7,090	4,940	2150	21,650	16,450	5,200
Santa Rosa	20,175	1,775	1,650	125	18,400	16,900	1,500
Sumter....	8,650	.....	.....	.....	8,650	7,700	950
Suwannee...	20,460	2,245	1,880	355	18,225	16,080	2,165
Taylor...	6,795	495	495	.....	6,300	6,300	.....
Volusia...	47,560	9,835	8,520	1315	37,735	33,050	4,675
Wakulla...	2,410	185	165	20	2,225	2,225	.....
Walton...	3,890	390	390	.....	3,500	3,500	.....
Washin't'n	5,600	500	470	30	5,100	4,750	350

TABLE XXVIII.--Value of Public School Property.
PART III.--Furniture and Apparatus Owned by County Boards.

1903-1904. Counties.	Total.	Value Furniture.			Value Apparatus.		
		Total.	White.	Negro.	Total.	White.	Negro.
The State.	\$193,540	\$150,256	\$131,375	\$18,881	\$43,284	\$37,851	\$5,333
Alachua...	17,120	14,735	10,615	4,120	2,385	1,650	735
Baker.....	1,946	1,346	1,294	52	600	555	45
Bradford...	3,152	2,087	2,006	81	1,065	980	85
Brevard....	7,735	4,375	3,959	425	3,360	2,825	535
Calhoun....	831	476	468	8	355	315	40
Citrus.....	2,004	1,474	1,325	149	530	510	20
Clay.....	3,702	3,385	3,150	235	317	300	17
Columbia...	3,640	3,037	2,882	155	603	583	20
Dade.....	7,811	6,741	6,061	680	1,070	960	110
DeSoto.....	5,930	4,660	4,501	100	1,270	1,240	30
Duval.....	15,233	10,899	8,134	2,765	4,334	3,305	889
Escambia...	14,825	12,535	10,885	1,650	2,290	1,850	440
Franklin...	1,965	1,750	1,511	234	215	215	.....
Gadsden....	306	300	300	.....	.....	.....	.....
Hamilton...	1,945	1,290	1,290	.....	655	630	25
Hernando...	2,011	1,325	1,325	.....	686	686	.....
Hillsboro...	14,638	10,983	10,003	980	3,655	3,305	350
Holmes.....	930	235	235	.....	695	695	.....
Jackson....	2,633	1,775	1,473	302	858	618	240
Jefferson...	1,793	1,655	1,655	.....	138	138	.....
LaFayette...	616	373	373	.....	243	243	.....
Lake.....	2,460	2,230	2,065	165	230	230	.....
Lee.....	1,546	1,286	1,236	50	260	260	.....
Leon.....	2,032	1,533	1,282	251	499	411	88
Levy.....	1,559	1,240	1,070	170	319	289	30
Liberty....	612	411	351	60	201	146	55
Madison....	4,738	2,443	2,093	350	2,295	2,228	72
Manatee....	3,370	2,802	2,777	25	568	563	5
Marion.....	10,895	8,735	7,105	1,630	2,160	1,900	260
Monroe....	1,838	1,898	1,438	400	.....	.....	.....
Nassau....	1,796	1,366	1,128	238	430	338	92
Orange.....	5,540	4,643	4,293	350	897	822	75
Osceola....	2,023	2,023	2,023	.....	.....	.....	.....
Pasco.....	2,023	2,023	2,023	.....	.....	.....	.....
Polk.....	6,819	5,845	5,845	.....	974	974	.....
Putnam....	1,001	869	869	.....	132	132	.....
St Johns...	5,649	4,334	3,444	890	1,315	1,110	205
Santa Rosa...	7,705	5,380	5,330	50	2,325	2,050	275
Sumter....	2,585	1,670	1,355	315	915	800	115
Suwannee...	3,885	3,221	2,960	261	664	624	40
Taylor....	1,019	698	698	.....	321	321	.....
Volusia....	10,485	8,465	6,755	1,710	2,020	1,765	255
Wakulla....	925	515	515	.....	410	305	105
Walton....	545	495	495	.....	50	50	.....
Washington	1,730	755	725	30	975	845	130

TABLE XXVIII.—Total Value of all Public School Property.
PART IV.—Real Estate, Furniture and Apparatus.

1903-1904 Counties	Total	REAL ESTATE		OWNED BY COUNTY BOARDS	
		Not Own'd by County Boards	Owned by County Boards	Furniture	Apparatus
The State.....	\$1,290,052	\$157,517	\$938,995	\$150,256	\$43,284
Alachua.....	113,470	55	96,295	14,735	2,885
Baker.....	6,789	210	4,633	1,346	600
Bradford.....	16,735	2,300	11,233	2,087	1,065
Brevard.....	37,970	.....	30,235	4,375	3,360
Calhoun.....	3,897	561	2,505	476	353
Citrus.....	16,799	.....	14,795	1,474	530
Clay.....	16,122	935	11,445	3,385	317
Columbia.....	22,903	190	19,073	3,037	603
Dade.....	45,806	590	37,415	6,741	1,070
DeSoto.....	34,060	570	27,560	4,660	1,270
Duval.....	69,163	4,300	49,570	10,899	4,334
Escambia.....	90,325	4,605	70,895	12,595	2,290
Franklin.....	15,456	.....	13,491	1,750	215
Gadsden.....	12,552	10,974	1,578	300	.....
Hamilton.....	12,850	7,995	2,910	1,290	655
Hernando.....	10,326	35	8,280	1,325	693
Hil sborough.....	161,077	53,110	93,329	10,983	3,635
Holmes.....	4,710	2,100	1,680	235	695
Jackson.....	16,490	8,107	5,750	1,775	858
Jefferson.....	15,193	6,350	7,050	1,655	138
LaFayette.....	3,631	875	2,140	373	243
Lake.....	20,050	12,170	5,420	2,220	230
Lee.....	12,061	600	9,915	1,286	260
Leon.....	21,852	.....	19,820	1,533	499
Levy.....	11,541	319	9,663	1,240	319
Liberty.....	3,615	535	2,468	411	201
Madison.....	21,083	.....	16,845	2,443	2,235
Manatee.....	21,285	.....	17,915	2,803	568
Marion.....	56,870	1,095	44,890	8,735	2,160
Monroe.....	25,338	.....	23,500	1,838	.....
Nassau.....	18,659	825	16,038	1,366	430
Orange.....	44,152	1,783	36,830	4,643	897
Osceola.....	13,738	740	10,975	2,023	.....
Pasco.....	13,763	545	11,195	2,023	.....
Polk.....	57,758	.....	50,939	5,845	974
Putnam.....	14,266	6,045	7,220	869	192
St. Johns.....	35,844	1,465	28,730	4,334	1,315
Santa Rosa.....	34,255	6,375	20,175	5,380	2,325
Sumter.....	11,581	350	8,650	1,670	915
Suwannee.....	25,995	1,650	20,460	3,221	664
Taylor.....	8,709	895	6,795	698	321
Volusia.....	59,155	1,110	47,560	8,465	2,030
Wakulla.....	4,065	730	2,410	515	410
Walton.....	10,004	5,569	3,890	495	50
Washington.....	18,145	10,815	5,600	755	975

TABLE XXVIII.—*Value of all State Aid Schools*
PART IV.—*State Aid Schools*

State Aid Schools.

SENIOR HIGH SCHOOLS RECEIVING \$600 EACH

COUNTY.	POSTOFFICE	PRINCIPAL	Enroll- ment	Average Attend- ance.
Alachua.....	Gainesville.....	J. H. Fulks.....	462	294
Columbia.....	Lake City.....	A. B. Jarrell.....	439	297
Dade.....	Miami.....	W. W. Hall.....	437	299
Duval.....	Jacksonville.....	W. E. Knibloe.....	252	216
Escambia.....	Pensacola.....	H. E. Graham.....	555	454
	Roberts.....	James M. Tate.....	144	81
Franklin.....	Apalachicola.....	O. R. Ledford.....	248	198
Hamilton.....	Jasper.....	W. B. Cate.....	238	168
Hernando.....	Brooksville.....	H. J. Rogers.....	152	54
Hillsboro.....	Tampa.....	J. W. McClung.....	147	118
	Plant City.....	Robert M. Ray.....	394	278
Jackson.....	Marianna.....	L. D. McRae.....	215	141
Jefferson.....	Monticello.....	A. Hercules.....	108	92
Lake.....	Leesburg.....	J. L. Boone.....	245	169
Lee.....	Fort Myers.....	E. B. O'Berry.....	259	157
Leon.....	Chaires.....	H. P. Woodberry.....	60	44
Marion.....	Ocala.....	J. H. Workman.....	500	332
Orange.....	Orlando.....	F. A. Hathaway.....	412	285
	Sanford.....	J. H. Selden.....	302	197
Osceola.....	Kissimmee.....	A. A. Simpson.....	426	284
Polk.....	Bartow.....	O. M. Given.....	452	291
	Lakeland.....	T. B. Kirk.....	410	307
Putnam.....	Palatka.....	I. I. Himes.....	315	214
Santa Rosa.....	Milton.....	W. B. S. Crichlow.....	238	152
Suwannee.....	Live Oak.....	L. B. Edwards.....	465	271
Volusia.....	Daytona.....	T. B. Adams.....	277	213
Total Number Schools.....		26	*Totals.....	8152
				5606

*The above totals represent pupils in all grades, as only the Jacksonville and Tampa schools are distinctively High schools in all grades.

JUNIOR HIGH SCHOOLS RECEIVING \$360 EACH

COUNTY	POSTOFFICE	PRINCIPAL	Enroll- ment.	Average Attend- ance.
Alachua	Alachua	J. G. Kellum	169	95
	Waldo	J. H. Coffee	166	113
	High Springs	N. B. Mott	163	86
	Micanopy	Miss A. Lejtner	95	63
Baker	Hawthorn	Mrs. Edith Hunter	76	63
	McClenny	A. H. Bell	134	89
Bradford	Starke	R. W. VanBrunt	305	183
	Lake Butter	J. G. Johnson, Jr	171	94
	Law ey	W. A. Jones	84	63
Brevard	Titusville	J. D. Teeter	137	89
	Cocoa	H. E. Wakefield	127	91
Citrus	Inverness	W. H. Russell	121	82
Clay	Green Cove Sps	Percy Geiger	203	99
Columbia	Fort White	J. C. Adkins	10	71
Dade	W. Palm Beach	J. C. Allen	301	185
	Lemon City	Miss Ada Merritt	103	62
DeSoto	Arcadia	E. C. Hudson	297	193
	Punta Gorda	M. H. Smith	269	178
	Wauchula	Jos. Wilson	221	124
Duval	Jacksonville	D. P. Robinson (c)	1455	942
Franklin	Carrabelle	C. G. Cantrell	175	128
Gadsden	Quincy	G. A. Stephens	204	139
Hamilton	White Springs	A. W. Jackson	203	125
	P't Tampa City	P. W. Corr	128	101
Hillsboro	Clear-water	J. S. Peters	119	85
	Tarpon Springs	W. B. Dickinson	108	84
Holmes	Bonifay	L. S. Barber	152	84
Jackson	Sneads	G. H. Townsend	109	61
Lake	Eustis	Jno. D. Goble	86	69
Leon	Tallahassee	J. G. Riley (col.)	494	377
Levy	Bronson	J. W. Shelly	92	60
Madison	Madison	W. J. Maloy	200	126
Manatee	Braidentown	L. C. Ruy	145	106
	Palmetto	E. F. Wilson	145	110
Marion	Citra	J. F. Harrell	80	53
	McIntosh	J. H. Erskine	98	65
	Dunnellon	Robt. Lovell	88	55
Nassau	Martin	Jos. L. Wily (col)	270	206
	Fernandina	Carl Vincent	170	115
Orange	Apopka	Emma Dart	106	89
Pasco	Dade Citv.	W. E. Everett	179	113

JUNIOR HIGH SCHOOLS—Continued.

COUNTY	POSTOFFICE	PRINCIPAL	Enrollment	Average attendance
Polk	Mulberry	H. J. Kendall....	121	86
Putnam	Crescent City..	E. R. Simmons...	70	46
Sumter	Webster	T. J. McBeath....	175	104
Volusia	DeLand	Jos. B. Loekey....	275	190
Walton	DeFuniak Sp's.	C. V. Wagh....	246	169
Washington	Chipley	J. G. Fertig.....	153	123
Number Schools.....		47	Totals	910
				635

The attendance represents all grades including 9th and 10th.

RURAL GRADED SCHOOLS RECEIVING \$200 EACH

COUNTY	POSTOFFICE	PRINCIPAL	Enrollment	Average attendance
Alachua	Rochelle	J. A. Ormand....	71	52
	Stroble	W. E. Bell.....	71	42
	Newberry	Mrs. C. M. Baldwin	61	40
Bradford	Hampton	W. T. DeWitt....	94	57
Brevard	Jensen	G. H. Bontelle....	71	64
	Fort Pierce ...	J. R. Pomeroy....	141	98
Calhoun	Blountstown ..	G. T. Tucker.....	72	41
	Wewahitchka ..	W. H. Phelps....	65	48
	Lecanto	C. P. Dickinson...	69	51
Citrus	Crystal River..	Mrs. L. A. Bennett	74	57
	Floral City	Chas. D. Kozey...	61	54
	Middleburg	Geo. W. Geiger...	75	55
Clay	Maxville	Mrs. A. C. Cook...	97	50
	Jacksonville ...	Sister M. Genevieve	70	53
Duval	So. Jacksonville	Nellie T. Myrick...	189	124
	Marietta	B. Mona Lipscomb	142	98
	Century	Miss Lottie Hayes.	132	71
	Ferry Pass	Lida Tippin.....	100	60
Escambia	Bluff Springs..	Mrs. Della Todd...	101	62
	Muscogee	C. W. Tate	80	56
	Brent	Lucy Barnes	56	41
Hernando	Spring Lake...	Norton Keithly...	75	47
Hillsboro	Turkey Creek..	A. O. English....	98	66
Holmes	Westville	J. M. Sapp	142	92
Jefferson	Aucilla	J. C. V. Worthy...	94	42
	Waukeenuah ...	W. D. G. Wine...	59	40
Lake	Umatilla	W. T. Kennedy...	114	65

RURAL GRADED SCHOOLS—Continued.

COUNTY	POSTOFFICE	PRINCIPAL	Enrollment	Average Attendance
Levy.. .. .	Williston	H. L. Bussey....	117	79
	Montbrook ...	I. O. Fender....	73	57
Liberty	Morrison	W. O. Brewer....	104	62
	Bristol	W. W. Clark....	95	69
Marion	Reddick	W. J. Fielding...	61	47
	Anthony	J. W. Hunter.....	123	69
	Blitchton.....	J. N. Overhultz..	64	48
Orange	Bellevue	P. Wilson Green..	74	59
	Oviedo.....	T. W. Lawton....	53	45
Osceola	Bassenger.....	J. H. Hawthorne..	107	57
Pasco	Trilby	W. T. Watkins..	79	41
	San Antonio...	Sr Mary Immac'le	64	52
Polk	Fort Meade ...	J. Garrison	79	50
Suwannee.....	Welborn	Jno. H. Wallace..	110	64
Taylor	Perry	J. W. McKinnon..	136	65
Wakulla	Crawfordville..	Jno. A. Scruggs..	66	40
Number	Schools 43	Totals	3902	2530

The total number of schools aided by the State was 116, their total enrollment was 21,153, and their average daily attendance of pupils was 14,170. The total expended for all was \$41,530.14, leaving a balance of \$8,469.86 to be added to the \$50,000 appropriated for the year 1905. There will be quite an increase in the number of schools asking State aid in 1905, as many have been making preparations to comply with the requirements which were not able to do at the introduction of the system.

CHAPTER V.

SAMPLE EXAMINATION QUESTIONS AND ADDRESSES OF HOLDERS OF CERTAIN CERTIFICATES.

This Chapter contains a complete set of the five sets of questions on which the uniform examinations for first, second and third grade county certificates were held during the biennium; one complete set of the questions on which the examinations for State Certificates were held during the past two years; and a circular of information and a full set of the questions used in the examinations for Primary Certificates, provided for in Section 8, Chapter 5204, Session Laws of 1903.

In addition, is added the addresses of persons to whom have been issued State Life Certificates, State Certificates, First Grade Life Certificates, Life Extension of First Grade Certificates, Aged Teachers' Certificates, Primary Certificates issued under Section 8, Chapter 5204, and primary Life Certificates issued under Section 9, Chapter 4192, Session Laws of 1903. The law authorizing the latter certificates was repealed by the Legislature of 1895, but the certificates issued under it were not invalidated thereby.

The reason for publishing samples of these questions is because of the many demands made upon the office for them, which it is impossible to fill, and that the public may know what the questions are. Another reason is, so many exaggerated statements are circulated as to the ridiculous questions propounded to the poor teachers.

The legal requirements for each of these certificates will be stated before the sample questions submitted for that grade of certificate.

Where the postoffice of the person holding any certificate is not given, it is because it is not known.

FLORIDA UNIFORM EXAMINATION QUESTIONS.

"No Certificate is Worth an Offense Against Conscience."

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on any subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for examination is limited to three days, and the subjects must be taken in the following order: Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. **Duties.** Every examinee must supply himself with cap paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. **Prohibitions.** During the examination on any subject there must be no violation of any of the following:

[1] No examinee shall be seated so that it be possible for him to read another's writing; [2] shall have in his possession any book, note book, or other thing from which help may be obtained; [3] shall speak to any person; [4] shall overlook another's work; [5] shall ask the examiner the meaning of any question; [6] shall leave his seat without permission; [7] shall leave the room more than once, or remain out longer than ten minutes; [8] shall pass or throw anything about the room; [9] shall place on any paper any mark calculated to disclose its author.

Violation of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee, or for throwing out a whole county examination.

SECOND AND THIRD GRADE CERTIFICATES.

Applicants for Second and Third Grade Certificates are examined upon the same branches and the same questions, the distinction in grade of certificate received resting solely upon the percentage of questions answered correctly. The following are the subjects upon which they are examined: Orthography, Reading, Arithmetic, English Grammar, United States History, Geography, Physiology, Theory and Practice of Teaching, and Composition.

The successful applicant for a Third Grade Certificate must make a grade in no branch below 40 per cent., and an average grade of 60 per cent. on all the branches; this certificate is valid for two years from date of issue. Section 5, Chapter 5204.

The successful applicant for a Second Grade Certificate must make a grade in no branch below 60 per cent., and an average of 75 per cent. on all the aforesaid branches; this certificate is valid for four years from the date of issue. Section 6, Chapter 5204.

ORTHOGRAPHY.

USED NOVEMBER 3, 1900.

(From *Reed's Word Lessons*.)

1. Mark diacritically the vowel in each of the following words: fall, for, rude, care, firm, last, what, term, push, there.

1 credit each.

2. Syllabicate and mark the accented syllable in each of the following words: placard, lucrative, irreparable, programme, hyperbole, aspirant, inquiry, franchisement, maniacal, complaisance.

1 credit each.

3. Tell what such words are called and discriminate between the meaning of the words in each of the following pairs: accessory, accomplice; understand, comprehend; evidence, proof; rivalry, emulation; common, mutual.

2 credits each.

4. Give a homonym for each of the following words, defining each word and homonym: plate, wear, phrase, reek, knave, faint, dyer, fate, throw, sweet.

1 credit each.

5. Separate the prefix and the root in the following derivatives and write after each prefix its meaning: abed, afternoon, belittle, midsummer, misname, withstand, unkind, outstrip, disobey, foresight.

1 credit each.

6. Form words by uniting to roots, in order, prefixes having the following meanings and define each of the words so formed: from, not, toward, beyond, with, between, down, before, around, half.

1 credit each.

7. (a) Write the words of the following abbreviations: ult., pp., mdse., Mme., et al.; (b) the abbreviations for the following words: for example, that is, namely, which is, and the rest.

1 credit each.

8. Form a derivative by using each of the following as a prefix or suffix, and define each word formed: age, ery, cule, dom, ful, ish, ity, ment, ness, post.

1 credit each.

9-10. Spell correctly the following words written phonetically: har-as, valt, klam-er, si-kol-o-gy, E-jip-shan, kon-ker, ap-ro-po, as-ser-tane, sur-jun, lat-tis, un-kon-shus, es-sen-shal, unk-shun, eks-ter-pa-shun, diz-zern, vil-lin, tor-tis, par-ra-side, am-a-toor, ar-rane-ment, im-brol-yo, in-vay, lim-fat-ik, ko-ko, vit-lz, kur-te-se, lang-guor, sam-un, ger-kin, sham-my, ek-we-te, con-cen-sus, raz-ber-e, rez-er-vwor, kub-berd, bel-lus, skol-lup, skane, kops, di-a-fram.

$\frac{1}{2}$ credit each.

READING.

USED NOVEMBER 3, 1903.

1. What are the chief purposes to be accomplished in the teaching of reading? **10 credits.**

2. Define: (a) expression, (b) emphasis, (c) force, (d) pitch, (e) pronunciation, and say which are dependent on drill and which on appreciation of the matter read. **2 credits each.**

3. (a) With what studies may reading properly be correlated? (b) Tell how you would accomplish this correlation. **5 credits each.**

4. State your plans: (a) for improving the poor readers among the older pupils; (b) for preventing "sing-song" in reading poetry. **5 credits each.**

5. (a) Of what importance is "reading aloud"? (b) Express your views on the plan of having pupils to "stand and read," as soon as the class is called, without the teacher's attempting the "construction of a picture" in the minds of the class before reading. **5 credits each.**

6. Outline the steps which you would take in teaching a reading lesson to a third grade class, from the assignment of the lesson to the final review. **10 credits.**

7-10. Read the following to the examiner:

(Note to Examiner—Examinees should be required, one at a time, to read these selections in a separate room or at a distance from other examinees, and in a tone that others shall not be aided or disturbed. Grade each selection separately; on pronunciation, 5 credits; articulation, 5 credits; expression, 10 credits. Forward grades and send to grading committee so as not to disclose names of examinees.)

(a) "For many miles together the Oclawaha is a river without banks, though not less clearly defined as a stream for that reason. The swift, deep current meanders between tall lines of trees; beyond these, on each side, there is water also—a thousand shallow rivulets lapsing past the bases of a multitude of trees.

"Along the immediate edges of the stream every tree trunk, sapling, stump, is wrapped about with a close growing vine. One sees all forms he has ever known. Look! here is a great troop of girls, with arms wreathed over their heads, dancing down into the water; there the vines hang in loops, in pavilions, in columns, in arches, in caves, in pyramids, in harps and lyres, in mountain ranges, in pagodas, domes, minarets, belfries, dragons. It is a green dance of all things and times."

(b) There's a plump little chap in a speckled coat,
And he sits on the zigzag rails remote,
Where he whistles at breezy, bracing morn,
When the buckwheat is ripe and stacked the corn,
"Bob White! Bob White! Bob White!"

20 credits each.

ARITHMETIC.

USED JUNE 7, 1904.

Solution must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

NOTE—Ten possible credits for each example.

(From Milne's Standard Arithmetic.)

1. A received 5-12 of an estate, B 3-10, and C \$810 more than half as much as A. What was the value of the estate, and what did each receive?
2. Multiply one hundred and twenty-five hundredths by 18 hundred-thousandths, divide the product by two thousand five ten-millionths, and express the quotient in Roman notation.
3. At 60 cents per bushel, what will be the value of the product of 14 acres of corn producing 28 bu. 3 pk. 5 qt. an acre?
4. A grocer lost 8 per cent. by selling 56 pounds of butter for \$1.12 less than cost. What did it cost him per pound?
5. A walking stick 3 ft. 2 in. long cast a shadow 1 ft. 8 in. and at that moment the shadow of a tree was 50 ft. 9 in. long. What was the height of the tree?
6. A bequeathed his property so that his wife should receive \$8 for every \$5 received by each of two sons, and \$4 by each of three daughters. If his estate was worth \$20,000, what was the sum received by the wife and each heir?
7. If two lead balls, 5 and 6 inches in diameter respectively, be melted and cast into one ball, what will be its diameter?
8. In what time will \$460.75 earn \$95 interest when the rate is 6 per cent. per annum?
9. Smith sold a horse and carriage for \$597, gaining by the sale 25 per cent. on the cost of the horse and 10 per cent. on the cost of the carriage. If 3-4 of the cost of the horse equaled 2-3 of the cost of the carriage, what was the cost of each?
10. If 12 men dig a trench 30 feet long, 6 ft. wide, 3 ft. deep, the soil being 4 degrees of hardness, in 15 days, by working 12 hours a day; in what time will 60 men dig a trench 300 feet long, 8 ft. wide, 6 ft. deep, the soil being 7 degrees of hardness, when they work only 8 hours a day?

ENGLISH GRAMMAR.

USED JUNE 7, 1904.

(From Metcalf's Grammar.)

1. Name and illustrate all the inflections possible to each part of speech. 10 credits.
2. Write in four parallel columns the following masculines, the corresponding feminines, the possessive singular feminines, and the possessive plural feminines: bean, buck, emperor, lad, negro, widower, Sir, Jesse, Francis, Mr. 1 credit each.
3. Compare the following words: beautiful, able, polite, discreet, marshy, bad, fore, many, forth, well. 1 credit each.

4. Define each of four classes of pronouns and name two of each class. 10 credits.
5. Illustrate the difference between (a) verbal adjectives and verbal nouns; (b) regular and irregular verbs; (c) complete and incomplete verbs; (d) copulative and attributive verbs; (e) the passive and progressive forms of verbs. 2 credits each.
6. Write sentences illustrating five different uses of noun clauses. 2 credits each.
7. (a) Write the synopsis of the verb *take* with *he* in the progressive form through the indicative mood; (b) the synopsis of the verb *see* with *thou* through all moods and tenses of the passive voice. 5 credits each.
8. Write all the phrases and clauses contained in the following, classifying and telling what each modifies:
 "He gave it for his opinion, that whoever could make two ears of corn or two blades of grass grow upon a spot of ground where only one grew before would deserve better of mankind, and do more service for his country, than the whole race of politicians put together." 10 credits.
9. Parse in full the ten words in italics in the above sentence. 1 credit each.
10. Correct the following, giving reason for each correction:
 - (a) I fear I will not pass the examination.
 - (b) Pleace learn me how to study.
 - (c) Somebody told me, I forgot who.
 - (d) What signifies promise without performance?
 - (e) Every examinee may keep their questions.
 2 credits each.

GEOGRAPHY.

(USED SEPTEMBER 8, 1903.)

(From Redway's Geography.)

1. What natural agencies tend to level the surface of the earth, and by what processes do they operate? 10 credits.
2. Name some of the characteristics of each great life region, and tell what natural barriers separate them. 10 credits.
3. Name seven great industries of the United States, naming one center, and at least two chief products of each. 10 credits.
4. Name the five physical divisions of the United States, briefly describing the important characteristics of each. 10 credits.
5. Name all the North Central States, giving the capital, principal city, leading occupation and important waterways contributing to the development of each. 10 credits.
6. Name the Mediterranean countries. Give their common characteristics, and the distinctive characteristics of each. 10 credits.
7. Name the five most important colonial possessions of the British Empire, giving the capital and leading resources of each. 2 credits each.

8. Name all the Florida counties bordering on the Gulf, giving the county seat of each. 10 credits.

9. Name three counties in which each of the following industries is most largely carried on: (a) orange growing; (b) cotton raising; (c) lumbering; (d) phosphate mining; (e) trucking. 2 credits each.

10. Name twelve largest cities and towns of Florida, giving the location of each. 10 credits.

PHYSIOLOGY.

USED SEPTEMBER 8, 1903.

(From Steele's Hygienic Physiology.)

1. (a) Name three uses of the bones.
(b) Why is a burned bone white and porous?
5 credits each.
2. Explain how the muscles move the limbs. 10 credits.
3. How does insufficient exercise predispose to disease?
10 credits.
4. Account (a) for the sensitiveness of the cutis, (b) for the "hair standing on end." 10 credits.
5. Can children endure exposure better than grown persons?
10 credits.
6. Name the organs of respiration and voice and briefly explain the functions of each. 10 credits.
7. (a) Name all the cavities of the heart and tell the use of each.
(b) Which are made stronger, and why?
5 credits each.
8. Explain the effect of alcohol upon the heart. 10 credits.
9. Trace the food through all the processes to which it is subjected from the time it enters the mouth until it enters the blood. 10 credits.
10. Name the two kinds of nerves and tell the functions of each. 10 credits.

THEORY AND PRACTICE.

USED NOVEMBER 3, 1903.

(From White's The Art of Teaching.)

1. Name the three fundamental ends in teaching and discuss each briefly.
2. Name them and explain the necessity for each one of the three teaching processes.
3. Describe briefly the three methods of instruction, then give the seven primary maxims applying to the first two.
4. Discuss the uses and abuses of the drill in the teaching process.
5. Give reasons for the necessity of the teacher's preparation for successful oral instruction, and state the three things this preparation must determine.

6. Name the three methods of calling on pupils in a class, and tell the merits and demerits of each method.

7. State the two chief ends to be secured by reading lessons in the second and third grades; explain thought reading, free reading, test lessons, and sight reading, and show which best secures these ends.

8. (a) Give the two chief ends to be attained and the principles to be observed in language training; (b) give reasons for its place on the program and the time for the introduction of technical grammar.

9. Outline a plan for successfully conducting language training in ungraded rural schools.

10. Name the ends to be attained in first lessons in numbers; explain how rules should be used in arithmetic.

COMPOSITION.

USED NOVEMBER 3, 1903.

(From Butler's School English.)

1. State three methods by which a knowledge of English words can be gained. 10 credits.

2. (a) Give three rules for the correction of errors in the use of words; (b) illustrate by giving a violation of each rule with the correction. 5 credits each.

3. Give examples and illustrate any ten of the twenty rules for correcting errors in construction. 1 credit each.

4. Give five special rules designed to aid in securing clearness. 2 credits each.

5. Name and give an example of each: (a) five figures of speech based upon resemblance; (b) three based upon association; (c) two based upon contrast. 1 credit each.

6. Name the seven parts of a complete letter, then write a brief letter illustrating the arrangement of these parts and the proper form in which a letter should be written. 10 credits.

7-10. Write a composition of not less than 200 words on one of the following subjects:

(a) A Teacher I Can Never Forget.

(b) As is the Teacher, so is the School.

(c) The Necessity for Professional Primary Teachers.

(d) The Expediency of the State Aiding County High Schools.

(e) Is a County Superintendent Defensible in Sanctioning the Evasion or Open Violation of School Law by a Teacher, Male or Female?

40 credits...

FIRST GRADE CERTIFICATES.

Applicants for First Grade Certificates were examined upon the same questions as already given for Second and Third Grade Certificates on Orthography, Reading, Geography, Physiology, Theory and Practice of Teaching, and those that follow.

The successful applicant for First Grade Certificate must make a grade in no branch below 60 per cent., and an average grade of 80 per cent. on the preceding and the following branches; this certificate is valid for five years from the date of issue. Section 7, Chapter 5204.

ARITHMETIC.

USED SEPTEMBER 8, 1903.

Solution must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.
Notes—Ten possible credits for each example.

(From Milne's Standard Arithmetic.)

1. Illustrate and give the reason for inverting the divisor in division of fractions.

2. A, B, and C can walk around a race course in $12\frac{1}{4}$, $15\frac{1}{2}$, and $18\frac{3}{4}$ minutes, respectively. If they all start together, how many minutes before all three meet again at the starting point, and how many times will each have walked around the course?

3. If a globe of gold 2 inches in diameter is worth \$960, what is the diameter of a globe worth \$125,000?

4. In the Centigrade and Fahrenheit thermometers the freezing points are 0 and 32 degrees, respectively, and the boiling points 100 and 212 degrees, respectively. When the Fahrenheit stands at 70 degrees what will the Centigrade indicate?

5. A father wishes to divide \$2,000 between a son and daughter, whose ages are 10 and 15, respectively, so that the share of each at 8 per cent simple interest will amount to the same sum when each reaches the age of 21 years. What should each receive?

6. A and B invested equally in business. A gained a sum equal to 40 per cent of his stock, and B lost \$400. A's money at this time was double that of B's. What amount did each invest?

7. A, B, and C bought a grindstone 30 inches in diameter. How much of the diameter must each grind off so as to share the stone equally, no allowance being made for the eye?

8. A parent had the option of accepting for a son a gift of 5 cents at his birth, 10 cents on the first anniversary, 20 cents on the second, and so on for each birthday, including the one at which he was 21 years of age; or \$1,000 at birth and on each birthday to and including the one at which he was 21 years of age, each \$1,000 to draw 6 per cent simple interest until he was 21 years old. Did the child gain or lose by his parent accepting the latter gift, and how much?

9. A house rented for \$25 a month for three years. What sum would pay the entire rent in advance if it was not due until the lease expired, money being worth 8 per cent?

10. If it were possible to lower a sphere of lead 10 inches in diameter into a cylinder 10 inches in diameter and 10 inches high and full of water, what per cent of the water would be displaced?

ENGLISH GRAMMAR.

USED NOVEMBER 3, 1903.

(From Metcalf's Grammar.)

1. Write in parallel columns the singular, the plural, the corresponding feminine, if any, and the possessive singular and plural of both genders, of the following words so far as those forms are in use: man, actor, director, beau, czar, hero, widower, friar, ox, Mr. 1 credit each.

2. (a) Write the classes of adjective pronouns, and a list of each after its class name; (b) tell what inflection each has, and which have restrictive use. 5 credits each.

3. Define conjunctive pronouns, name five and tell when one of them is a pronoun, and when another is preferable in use to who or which. 10 credits.

4. Write sentences illustrating: (a) five uses of noun clauses; (b) four parts of speech that introduce them. 5 credits each.

5. Make sentences illustrating seven principal uses of the infinitive phrase. 10 credits.

6. (a) Give the synopsis with thou of the verb take in the progressive form of the indicative mood; (b) the synopsis with he of the verb see through all moods and tenses of the passive voice. 5 credits each.

7. Point out the peculiarities of the subjunctive; (a) its use in propositions; (b) the number of tenses; (c) the terminations; (d) the time expressed; (e) the position of the auxiliary in certain instances. 2 credits each.

8. Write sentences illustrating the use of each of the following connectives: (a) Correlative conjunction; (b) subordinate conjunction; (c) conjunctive pronoun; (d) conjunctive adverb; (e) compound conjunctive adverb. . . 2 credits each.

9. Give complete analysis of, or diagram the following sentence:

"He found success most sweet
Who, having tried and failed,
The lesson of defeat
Upon his standard nailed,
Then straightway bade his soul
Take up the task begun,
Nor paused until the goal
Of his desire was won."

10 credits.

10. Parse in full the words italicized above. 1 credit each.

UNITED STATES HISTORY.

USED JUNE 7, 1904.

(From Field's U. S. Grammar School History and Florida Histories.)

1. Give an account of the settlement of Maryland, telling of the grant, charter, success of the colony, and the rebellion of 1635. 10 credits.

2. Recount the early history of Georgia, treating of: (a) Oglethorpe's motive for founding it; (b) relations with the Indians; (c) the Salzburgers; (d) position on slavery; (e) the Wesleys. 2 credits each.

3. Trace briefly the history of the territorial acquisitions of the United States. 10 credits.

4. Name some specific event with which each of the following was connected: (a) Peter Minuit; (b) John C. Calhoun; (c) George R. Clark; (d) DeWitt Clinton; (e) S. J. Tilden. 2 credits each.

5. State definitely the principles involved in the "Monroe Doctrine," and give the occasion and results of its promulgation. 10 credits.

6. Name the greatest political issue of which each of the following persons was an advocate: Alexander Hamilton; Clay; Douglass; Blaine; McKinley. 2 credits each.

7. Name (a) four great American inventors with the name of a great invention of each; (b) four great American writers, with the masterpiece of each; (c) five great American statesmen, with an important national issue with which each was associated. 10 credits.

8. What Presidents of the United States were intimately associated with the history of Florida prior to their becoming Presidents? 10 credits.

9. Relate the history of the Indian, Prophet Francis, and the story of his daughter Malee. 10 credits.

10. Tell of the "Republic of Florida." What was its purpose and effect? 10 credits.

ALGEBRA.

USED NOVEMBER 3, 1903.

(From White's School Algebra.)

10 possible credits for each example

1. Divide $\frac{1}{2}x^3 + \frac{1}{2}x - \frac{1}{2}$ by $\frac{1}{2}x^2 + \frac{1}{2}x + \frac{1}{2}$.

2. (a) Name all the circumstances under which $a_n + b_n$ is divisible by $a + b$ and $a - b$.

(b) Under what circumstances is $a_n - b_n$ divisible by $a + b$ and $a - b$.

Make your answers complete and illustrate by examples.

3. Resolve each into four prime factors:

- (a) $x^3 - y^3$; (b) $m^2 - n^2$; (c) $x^2 - 64$; (d) $x^4 - 2x^3 - 16x^2 + 2x + 15$;
 (e) $x^4 + 7x^3 + 8x^2 - 7x - 10$.

4. Find each the G. C. D. and the L. C. M. of $6x^2 - 13x + 6$, $2x^2 + 5x - 12$, and $6x^2 - x - 12$.

5. Reduce to its simplest form $\left(\frac{m}{m-n} - \frac{n}{m+n} \right) + \left(\frac{m}{m+n} + \frac{n}{m-n} \right)$.

6. Find the value of x $\frac{1}{x + \sqrt{2-x^2}} + \frac{1}{x - \sqrt{2-x^2}} = \frac{X}{2}$.

7. If a certain young lady were as many months older as she is inches in height, she would be 25; but if she was taller by one-tenth as many inches as she is months old, she would be 7 feet high. Required, her age and height.

8. A steamer performed its down trip of 150 miles at a certain rate per hour. On the return trip, going 3 miles an hour slower, it took $2\frac{1}{2}$ hours longer. What was the rate down the river?

9. A man bought a certain amount of sugar for \$66; but if sugar were to rise one cent per pound, he would obtain fifty pounds less for the same money. How much sugar did he buy?

10. The sum of the diagonal and the longer side of a rectangle is three times the length of the shorter side, and the difference in the length of the two sides is four yards. What is the area of the rectangle?

PHYSICAL GEOGRAPHY.

USED SEPTEMBER 8, 1903.

(From Houston's New Physical Geography.)

1. (a) What is the Solar system?
 (b) Explain the cause of the circular shape of the earth's horizon. **5 credits each.**
2. Explain the origin of the conical form of volcanic mountains. **10 credits.**
3. (a) Explain the nature of the changes which the atmosphere is now effecting in the earth's surface.
 (b) Which the water is effecting.
 (c) Which the man is effecting. **10 credits.**
4. (a) Why does the tidal wave progress from east to west?
 (b) Of what value are ocean currents to navigation? **5 credits each.**
5. What condition is necessary in order that the invisible moisture of the atmosphere may become visible in any form of precipitation? **10 credits.**
6. What peculiarities characterize the fauna of North America?
 What is the cause of these peculiarities? **5 credits each.**
7. (a) For what purposes are clays and kaolins employed?
 (b) Name some of the principal sources of common salt. **5 credits each.**

8. What is the general climate of Alaska? How does the climate compare with that of corresponding latitudes in the interior of the country, or on the Atlantic coast? 10 credits.

9. Discuss the geological formation of Florida, particularly explaining the course of the St. Johns and Indian Rivers, the Keys and Everglades. 10 credits.

10. Name the five leading occupations in America, giving the section in which each is most extensively carried on, and show how the location of each is determined by geographical conditions. 2 credits each.

CIVIL GOVERNMENT.

USED JUNE 7, 1904.

(From Townsend's Shorter Course.)

1. Name five rights guaranteed by the United States Constitution to every person at the bar? 10 credits.

2. How and why does the Constitution guard against the Senate of any one Congress being composed entirely of new members? 10 credits.

3. How are the following United States officers chosen and for what length of time: President, Senator, Representative, Secretary of State, Judge of the Supreme Court? 2 credits each.

4. (a) The judicial system of the United States includes what courts? (b) What classes of suits at law fall under the jurisdiction of the United States Supreme Court? 5 credits each.

5. Define treason, tariff, veto, export, habeas corpus. 2 credits each.

6. How are territories represented in Congress? 10 credits.

7. Name the steps necessary for the admission of a State into the Union. 10 credits.

8. (a) When was the present State Constitution of Florida adopted? (b) What are the necessary steps to amend it without holding a State Constitutional Convention? 5 credits each.

9. What restrictions does the Florida Constitution place upon the Legislature as to: (a) secret sessions; (b) adjournment; (c) what a single law may embrace; (d) acts affecting civil cases existing at the time of their passage; (e) acts making appropriations for current expenses of the State. 2 credits each.

10. (a) Express your views upon vote-buying and vote-selling. (b) State the penalty for bribery in ancient Athens, and your views as to the penalty. 5 credits each.

STATE CERTIFICATES.

Persons to be eligible for examination for State Certificates must have taught twenty-four months in all, eight months under a First Grade Certificate obtained in this State.

Before obtaining this certificate, one must make no grade below 60 per cent., and an average of 85 per cent. on the following ten branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Psychology, and General History. This certificate is valid for five years from date of issue. The following are some of the questions used in the examinations during the past two years. Section 10, Chapter 5204.

REGULATIONS.

1. A fee of one dollar, not returnable, and an endorsement of good character must be handed the examiner.
2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

"Too low they build who build beneath the stars."—Young.

GEOMETRY.

USED IN JANUARY, 1904.

1. Define circle, plane, locus of a point, proposition, theorem, tangent, sector, apothem, trapezium, scholium.

2 credits each.

2. Prove: In two triangles having two sides of the one equal respectively to two sides of the other, but the included angle of the first greater than the included angle of the second, the side opposite the included angle of the first is greater than the side opposite the included angle of the second. 20 credits.

3. Prove: In an obtuse triangle, the square of the side opposite the obtuse angle is greater than the sum of the squares of the other two sides by twice the rectangle of either of these sides and the projection upon it of the other side. 20 credits.

4. Prove: A circumference can be divided into 5, 10, 20 equal arcs. 20 credits.

5. Prove: The volume of a cylinder circumscribed about a sphere is to the volume of the sphere as 3 is to 2. 20 credits.

TRIGONOMETRY.

USED IN JANUARY, 1904.

(From Wentworth's Plane Trigonometry.)

1. Draw a figure illustrating the seven trigonometrical lines. 20 credits.
2. Derive these formulae:

$$(a) \sin (x+y) = \sin x \cos y + \cos x \sin y.$$

$$(b) \cos (x+y) = \cos x \cos y - \sin x \sin y.$$

$$(c) \tan (x+y) = \frac{\tan x + \tan y}{1 - \tan x \tan y}.$$

$$1 - \tan x \tan y.$$

6 2-3 credits each.

3. Two observers five miles apart on a plain and facing each other, find that the angles of elevation of a balloon in the same vertical plane with themselves are 55 degrees and 58 degrees, respectively. Find the height of the balloon above the plain, and the distance of the balloon to each observer. 20 credits.

4. From the top of a lighthouse, 200 feet above the sea, the angles of depression of two boats in line with the lighthouse are observed to be 14 degrees and 32 degrees, respectively. What is the distance between the boats? 20 credits.

5. To find the distance between two buoys A and B, measure a base line C D on the shore, 150 feet in length, at the point C, the angles A C D and B C D are measured and found to be 95 degrees and 70 degrees, respectively; and at D the angles B D C and A D C are found to be 83 degrees and thirty degrees. What is the distance between the buoys? 20 credits.

PHYSICS.

USED IN JANUARY, 1903.

(From Avery's Elementary Physics.)

1. Give the three laws of falling bodies. 10 credits.
2. A stone is thrown horizontally from the top of a tower 257.28 feet high, with a velocity of 60 feet a second. How far from the tower will it strike the ground? 10 credits.
3. (a) Give the two laws of simple machines. (b) In one pan of a false balance, a ball of butter weighs 1 lb. 9 oz; in the other 2 lb. 4 oz. Find the true weight. 5 credits each.
4. (a) Explain atmospheric pressure and the uses of the barometer. (b) What is the weight in pounds of the air in a room 30 by 20 by 10 feet? 5 credits each.
5. Define sound, explain its media, and tell how it is propagated. 10 credits.

6. (a) Explain fully how velocity of sound depends upon the sound medium. (b) Illustrate the meaning of reflection and refraction of sound. 5 credits each.
7. (a) Explain the terms: temperature, absolute zero, conductivity of fluids, vaporization, latent heat. (b) Change Centigrade 37 degrees to Fahr. 5 credits each.
8. (a) Explain reflection of radiant energy and give the law. (b) Illustrate the meaning of refraction of radiant energy and state the laws. 5 credits each.
9. (a) Give the two kinds of electricity and tell how you detect each. (b) Define volt, ampere, joule, and watt. (c) Describe the voltaic cell. 3 1-3 credits each.
10. (a) Give the three laws of magnetic poles. (b) Describe briefly the dynamo. 5 credits each.

ZOOLOGY.

USED IN JANUARY, 1903.

(From Packard's Briefer Course Zoology.)

1. Write the full zoological classification of an Angora cat. 10 credits.
2. Write the names of the eight branches of the animal kingdom and name an animal belonging to each. 10 credits.
3. Describe some infusorian, and tell how the vital processes and reproduction are effected. 10 credits.
4. Give the general character of some porifera, and tell how it grows. 10 credits.
5. Classify coral polyps and tell how they grow. 10 credits.
6. Give the classification of common earth-worms, and tell of their reproduction, some of their habits and benefits. 10 credits.
7. Name some well known mollusca, give its full zoological classification, and describe its anatomy. 10 credits.
8. Describe the structure of some typical insect which you have dissected. 10 credits.
9. Trace the development of the respiratory process through the eight branches of animals. 10 credits.
10. Give the classes of vertebrates and their distinguishing characteristics. 10 credits.

BOTANY.

USED IN JANUARY, 1904.

1. Give the botanical terms designating the higher and lower series of plants, naming two common plants belonging to each series. 10 credits.
2. Beginning with a flax seed, draw and name all the parts in the process of development to the production of new seed. 10 credits.
3. Give Apgar's "order of description" of plants. 10 credits.

4. (a) Give the general classification of roots, naming the different kinds both as to form and duration. (b) Distinguish between Spanish Moss and Mistletoe. 5 points each.

5. (a) Draw diagram and point out the different parts of a stem. (b) Define the terms exogenous and endogenous and name a common plant of each class. 5 credits each.

6. As applied to stems, define each term and name a well known plant of each class: procumbent, scandent, assurgent, voluble, diffuse, rootstock, tuber, scaly bulb, tunicated bulb, corm. 10 credits.

7. Draw diagrams and discuss leaves as to (1) arrangement, (2) kinds, (3) venation, (4) form, (5) surface. 2 credits each.

8. Define fruit; give their classifications in respect to composition. 10 credits.

9. Name two well known fruits belonging to each of the following classes and explain the difference causing separate classification: berry, pepo, pome, drupe, caryopsis. 10 credits.

10. Give complete botanical analysis of the plant and the fruit of the following: fig, orange, tomato, peach, pineapple, watermelon, banana, cocoanut, pear, pecan. 1 credit each.

LATIN.

USED IN JANUARY, 1904.

1-2. Translate into good English as literal as possible: "Haec sibi esse curae: frumentum Sequanos, leucos, Lingones subministrare, iamque esse in agris frumenta matura; de itinere ipsos brevi tempore iudicatu. Quod non fore dicto audientes neque signa laturi dicantur, nihil se ea re commoveri: scire enim quibuscumque exercitus dicto audiens non fuerit, aut male re gesta fortunam defuisse aut aliquo facinore comperto avaritiam esse convictam: suam innocentiam perpetua vita, felicitatem Helvetiorum bello esse perspectam." De Bello Gallico, Lib. I., Chap. XL. 20 credits.

3. Beginning with the first, place all the infinitives in order in a column on the left margin of the page, then write after each its voice and tense, and why the infinitive is used. 10 credits.

4. Give all of the subjunctives in the extract, and tell why these verbs are in the subjunctive mode. Give all of the participles in a column and opposite each tell the kind and to what noun it relates. 10 credits.

5. Give the construction of the underlined words in the extract. 10 credits.

6-7. Give an interlinear translation of the following extract:

Vix ea fatus erat senior, subitoque fragore
Intonuit laevum, et de caelo lapsa per umbras
Stella facem ducens multa cum luce cucurrit.
Illam, summa super labentem culmina tecti,
Cernimus Idæa claram se condere sylva,
Signantemque vias: tum longo limite sulcus

Dat lucem, et late circum loca sulfure fumant.
 Hic vero victus genitor se tollit ad auras,
 Affaturque Deos, et sanctum sidus adorat:
 Jam jam nulla mora est: sequor, et, qua ducitis, adsum
 Di patril, servate domum, servate nepotem.
 Vestrum hoc augurium, vestroque in numine Troja est.
 Cedo equidem, nec, nate, tibi, comes ire recuso.

—Virgilio Aeneis Liber II, ll. 692-705.

8. Parse in full in above: labentem, sulfure, affaturque, domum, nate, Deos, servate, ducitis, qua, cucurrit. 20 credits.

9. Give a synopsis active and passive, third person singular, of the verb from which ducitis comes. 10 credits.

10. Translate into idiomatic Latin the following:

"On the same day he was informed that the enemy had taken a position eight miles from his camp, and he sent scouts to find out what was the nature of the place." 10 credits.

RHETORIC.

USED IN JANUARY, 1903.

(From Williams' *Composition and Rhetoric*.)

1. Define and illustrate each of six kinds of sentences according to rhetorical classification. 10 credits.

2. Define style, discuss its importance and the means of attaining a good style. 10 credits.

3. Name and define each of the divisions of diction, and give the rules for attaining rhetorical purity. 10 credits.

4. Define and give rules for promoting or attaining each in sentences: clearness, strength, unity, elegance. 10 credits.

5. State the principles that should be observed in the construction of paragraphs. 10 credits.

6. Give and illustrate four ways of attaining variety of expression. 10 credits.

7. Construct sentences illustrating ten figures of speech, underscoring and naming each figure. 1 credit each.

8. Explain and distinguish between the rhetorical values of simile, metaphor, allegory, personification, metonymy. 2 credits each.

9. (a) Arrange into three classes the qualities of style; (b) define perspicuity and tell the ways of attaining it. 5 credits each.

10. Name five kinds of prose composition, and point out the distinguishing characteristics of each kind. 2 credits each.

LITERATURE.

USED IN JANUARY, 1903.

(From Trimble's Short Course in Literature.)

1. (a) Give the origin of the English Language. (b) What was the Anglo-Saxon Chronicle? By whom was it instigated? When discontinued? What does it close mark?

5 credits each.

2. Give the noted events of the "Revival of Learning" with approximate dates. (b) Name the principal literary productions of the period with their authors, and tell the tragic end of one of these authors.

5 credits each.

3. (a) Name three distinct classes or periods in Milton's productions, his aim and masterpiece of each. (b) Name the author and the object of "Hudibras." (c) Couple the names of the principal theologians of that age with their principal works.

3 1-3 credits each.

4. (a) Give the names of four of the most vigorous prose writers and three leading poets of the Augustan age with the titles of the best productions of each. (b) What two reigns embraced in this age?

(a) 7; (b) 3, credits.

5. Write a brief sketch of the two writers who gave name to the age 1800-1832.

5 credits each.

6. (a) Name the "Lake Poets" and tell why they were so called. (b) Write briefly of the most brilliant prose writers of this age.

5 credits each.

7. (a) What dates embrace the Victorian Age? (b) Of this age, name three each of the most celebrated poets, novelists, philosophers (or writers on science), historians.

(a) 2, (b) 8 credits.

8. (a) In what respects does American literature differ from that of any other nation? (b) Name as many writers as you can of "Colonial Period," coupling with each the titles and character of some of his productions.

5 credits each.

9. (a) Name the principal writers of the "Irving Age." (b) Write a brief sketch of two of them.

(a) 2, (b) 4 credits each.

10. Name the author and quote from sufficiently to show that you have read each of the following: *Evangeline*, *Thanatopsis*, *Snow-Bound*, *The One-Hoss Shay*, *Sheridan's Ride*, *The Twice-Told Tales*, *Biglow Papers*, *The National Ode*, *The Proud Miss MacBride*, *Each and All*.

1 credit each.

PSYCHOLOGY.

USED IN JANUARY, 1904.

(*From Halleck's Ysychology and Psychic Culture.*)

1. Discuss the nervous system, its functions and their importance, also the relation between age and brain growth.
10 credits.
2. (a) Define consciousness, and illustrate with a diagram a threefold classification of the functions of the mind. (b) Tell what attention is, and give some of its most important laws.
5 credits each.
3. State the functions of perception, and tell how it may be cultivated.
10 credits.
4. Show the relation of memory to perception, and give the different kinds of memory.
10 credits.
5. Tell briefly ten ways of cultivating memory, and give remedies for mind wandering.
10 credits.
6. (a) What is thought? (b) Give the various steps leading to a finished product of thought.
5 credits each.
7. Discuss briefly five rules or ways of cultivating thought, and the time for thought culture.
10 credits.
8. (a) Distinguish between sensation and feeling; between emotion and feeling. (b) Classify the emotions.
9. Define will; show its different types and differentiate it from other mental powers.
10 credits.
10. (a) Discuss five ways or means of cultivating the will. (b) Explain its influence in the development of character.
5 credits each.

GENERAL HISTORY.

USED IN JANUARY, 1904.

(*From Myers' General History.*)

1. (a) Construct a table showing the descent of the Anglo-American from the Aryan family.
5 credits.
(b) Discuss the importance of Aryan Studies; Aryan Migrations and Early Culture.
5 credits.
2. Write a brief sketch of the history of India, saying something about (I) Origin of Castes; (II) The Vedas; (III) Brahmanism; (IV) Buddhism; (V) Alexander's Invasion, and British Occupation.
10 credits.
3. State what you know of the Commerce and Colonies of the Phœnicians. What arts were disseminated and great enterprises aided by this people?
10 credits.
4. Write of the religious ideas and institution of the ancient Greeks.
10 credits.
5. What has been the influence of the Roman Empire upon civilization?
10 credits.

6. (a) Relate briefly the careers of Alfred the Great and Charlemagne.

(b) What did they accomplish for their respective countries? 5 credits each.

7. (a) Discuss the Rise of Papacy.

(b) Who were the Guelphs and Ghibellines?

5 credits each.

8. (a) What was the Italian Renaissance?

(b) Speak of its evils and good results. 5 credits each.

9. Who, and for what noted, is each of the following historical characters: (I) Alcibiades; (II) Alaric; (III) Mark Antony; (IV) Roger Bacon; (V) Coligny; (VI) Hannibal; (VII) John Huss; (VIII) Cromwell; (IX) Kossuth; (X) Bismarck. 2 credits each.

10. Discuss English history since the close of the Napoleonic wars, as follows: (I) Progress towards democracy; (II) Expansion of the principle of religious equality; (III) Growth of the British Empire in the East. 10 credits.

The law providing for State Certificates went into operation January 1, 1894, the requirements remaining practically the same under all amendments to the certification law. During all this lapse of time only about 75 persons have undertaken the examination for this grade of certificate.

The following are the addresses of those who have been successful in obtaining State Certificates.

STATE CERTIFICATE HOLDERS.

- No. 1. W. F. Yocum, Lake City, Florida.
2. J. S. Tomlin, *Deceased*.
3. Tom F. McBeath, Gainesville, Florida.
4. W. S. Cawthon, DeFuniak Springs, Florida.
5. J. M. Gulliams, Bowling Green, Kentucky.
6. T. M. Rivers, ———, Florida.
7. I. I. Himes, Palatka, Florida.
8. L. C. Ray, ———, Florida.
9. Julia Humphries, ———, Florida.
10. Miss Almena Leitner, Leesburg, Florida.
11. S. D. Cawthon, Alpine, Texas.
12. Frederick Pasco, Miami, Florida.
13. Josiah Varn, Bartow, Florida.
14. Miss Benella Davenport, DeFuniak Springs, Florida.
15. Mrs. Bessie B. Compton, Leesburg, Florida.
16. Henry E. Bennett, DeFuniak Springs, Florida.
17. Joseph B. Locky, Pensacola, Florida.
18. J. H. Fuls, Gainesville, Florida.
19. Erle E. Clippinger, Terre Haute, Indiana.

20. J. L. Boone, Leesburg, Florida.
21. Miss Miriam Pasteur, Live Oak, Florida.
22. C. P. Walker, Milton, Florida.
23. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Fla.
24. Henry J. Rogers, DeFuniak Springs, Florida.
25. M. J. Okerlund, Tampa, Florida.
26. H. Brodie, ———,
27. Miss Claudia S. Miller, Like Oak, Florida.
28. Miss Halcia E. Bower, Hermitage, Florida.
29. Miss Annie H. Porter, Titusville, Florida.
30. George A. Stephens, Quincy, Florida.
31. Miss Posey Taylor, Monticello, Florida.
32. Mrs. Pauline P. Arnold, Orlando, Florida.
33. Miss Caroline M. Brevard, Tallahassee, Florida.
34. Miss Della Moore, DeFuniak Springs, Florida.
35. Miss Hattie H. Carpenter, Miami, Florida.
36. Willis W. Hall, Miami, Fla.

STATE LIFE CERTIFICATES.

The law provides that State Certificate holders, who have taught successfully in a high school or college for thirty months under a State Certificate, may be awarded State Life Certificates on proper endorsement of three persons holding such certificates.—Section 11, Chapter 5204.

The following are the addresses of persons who have obtained such certificates:

- No. 1. Dr. W. F. Yocum, Lake City, Florida.
2. J. M. Guilliams, Bowling Green, Kentucky.
3. Tom. F. McBeath, Gainesville, Florida.
4. I. I. Himes, Palatka, Florida.
5. W. S. Cawthon, DeFuniak Springs, Florida.
6. S. D. Cawthon, Alpine, Texas.
7. Miss Benella Davenport, DeFuniak Springs, Florida.
8. L. C. Ray, ———, Florida.
9. Miss Almema Leitner, Leesburg, Florida.
10. Josiah Varn, Bartow, Florida.
11. Mrs. Bessie B. Compton, Leesburg, Florida.
12. J. H. Fulks, Gainesville, Florida.
13. J. L. Boone, Leesburg, Florida.
14. Miss Miriam Pasteur, Live Oak, Florida.
15. Mrs. H. J. Rogers, *nee* Rose, DeFuniak Springs, Fla.
16. M. J. Okerlund, Tampa, Florida.
17. C. P. Walker, Milton, Florida.
18. H. E. Bennett, DeFuniak Springs, Florida.

FIRST GRADE LIFE CERTIFICATES.

It is provided in the second paragraph of Section 13, Chapter 5204, Session Laws of 1903, that any person who has taught school in this State for six years under First Grade [County] Certificates, the average grade of each certificate (as construed by the Attorney-General) being not less than 90 per cent., and properly endorsed as being of good moral character and faithful and successful as an instructor and disciplinarian, may be awarded without further examination with this certificate, "good in any part of the State and of perpetual validity in the county where such endorsement is made."

The following are the addresses of those who have been awarded this certificate: (There may be others, but they have not been reported to the State Department, as required by regulations of the State Board of Education and as requested by letters to County Superintendents.)

FIRST GRADE LIFE CERTIFICATE HOLDERS.

- No. 1. Miss Olive Ray, Starke, Florida.
2. George F. Scott, Lawtey, Florida.
3. Mrs. L. A. Bennett, Crystal River, Florida.
4. Cora Eskridge, Inverness, Florida.
5. W. E. Knibloe, Jacksonville, Florida.
6. Miss B. M. Lipscombe, Jacksonville, Florida.
7. M. T. Moore, Jacksonville, Florida.
8. Harry E. Graham, Pensacola, Florida.
9. Mrs. Frank Sampey Tracy.
9. Mrs. Frank Sampey Tracy.
10. Miss Pauline Reese, Pensacola, Florida.
11. Oliver B. Hall, Concord, Florida.
12. Robert M. Ray, Plant City, Florida.
13. Miss Mamie Gramling, Tampa, Florida.
14. C. F. Mallory, Knights, Florida.
15. Mrs. Addine Gregory, Sanford, Florida.
16. Mrs. F. N. Clayton, Tampa, Florida.
17. S. B. Fletcher, Downing, Florida.
18. John W. Wideman, Tallahassee, Florida.
19. P. Wilson Green, Bellview, Florida.
20. F. A. Hathaway, Orlando, Florida.
21. Miss Carrie M. Green, Palatka, Florida.
22. Miss Claudia S. Miller, Live Oak, Florida.
23. John S. Garrason, Winter Haven, Florida.
24. J. W. McClung, Tampa, Florida.

25. W. H. Vaughan, Holmes, Florida.
26. William T. Kennedy, Umatilla, Florida.
27. Miss Maud Moore, Lisbon, Florida.
28. Mrs. Emma Bayley, Bartow, Florida.
29. Thomas B. Kirk, Lakeland, Florida.
30. Miss Norma Pepper, Punta Gorda, Florida.
31. E. L. Richardson, Avon Park, Florida.
32. W. A. H. Hobbs, Cocanut Grove, Florida.
33. J. C. Brown, Westville, Florida.
34. Miss Winifred E. Cobb, Tallahassee, Florida.
35. Miss Ada F. Merritt, Buena Vista, Florida.
36. Henry Rickards, Oaklawn, Florida.
37. W. C. Baugh, Riverview, Florida.
38. Mrs. Ella LaF. Hamilton, Starke, Florida.
39. H. L. Swatts, Lakeland, Florida.
40. Mrs. Susan C. Stuart, Bradentown, Florida.
41. B. C. Graham, Tampa, Florida.
42. Miss Mary S. Johnston, Tampa, Florida.
43. Miss Evelyn M. Hamblen, St. Augustine, Florida.
44. Sr. M. Elizabeth, St. Augustine, Florida.

LIFE EXTENSION OF FIRST GRADE CERTIFICATES.

The first paragraph of Section 13, Chapter 5204, Session Laws of 1903, provides that the holder of an unexpired First Grade [County] Certificate, who presents satisfactory evidence of having taught successfully for twenty years in this State, nine of these years under certificates issued [in this State] since January 1, A. D. 1894, and of being of good moral character and faithful and successful as an instructor and disciplinarian, may, upon such further examination as the County Superintendent may deem necessary, secure an endorsement of his or her First Grade Certificate, making it perpetually valid during the life of the holder in the county where the certificate is endorsed.

The following are the addresses of teachers having obtained this Life Extension of their First Grade Certificates:

- No. 1. James M. Tate, Roberts, Florida.
2. Nellie T. Myrick, Jacksonville, Florida.
3. Annis B. King, Jacksonville, Florida.
4. Miss Lovie Turner, Key West, Florida.
5. Mrs. Anna P. McElvaine (col.), Gainesville, Florida.
6. L. F. Johnson (col.), Orlando, Florida.

7. Mrs. W. G. Johnson, Orlando, Florida.
8. George W. Houston (col.), Live Oak, Florida.
9. Mrs. Ella W. Richardson, Jacksonville, Florida.
10. Miss M. E. McIver, Jacksonville, Florida.
11. Miss Mary M. McLaurin, Jacksonville, Florida.
12. J. G. Riley (col.), Tallahassee, Florida.
13. Mrs. A. D. Tatum, Monticello, Florida.

PRIMARY LIFE CERTIFICATES.

It was provided in Section 9, Chapter 4192, Session Laws of 1893, that the State Superintendent might issue Life Certificates to eminently successful Kindergarten or Primary teachers, who had taught three years in this State. This provision was repealed by Section 6, Chapter 4331, Session Laws of 1895, but the Certificates already issued were not invalidated.

The following are the addresses of persons holding this certificate:

- No. 1. Mrs. Allie A. Washington, Jacksonville, Florida.
2. Miss Mary H. Hatter, Jacksonville, Fla.
3. Mrs. Mary F. Shepard, Jacksonville, Fla.
4. Mrs. Ida F. Hamm, Jacksonville, Florida.
5. Mrs. Lucy A. Jeffries, Jacksonville, Florida.
6. Mrs. Eila Bogart, Jacksonville, Florida.
7. Miss Lou P. Briggs, Jacksonville, Florida.
8. Miss Beulah Budwig, Jacksonville, Florida.
9. Miss Ella Ford, Palatka, Florida.
10. Miss Henrietta Chaires, Tallahassee, Florida.
11. Mrs. E. J. Wilson, Pensacola, Florida.
12. Miss Fannie Henderson, Pensacola, Florida.
13. Miss Nannie Wentworth, Pensacola, Florida.
14. Mrs. Helen T. Mitchell, Pensacola, Florida.
15. Mrs. A. W. McReynolds, Pensacola, Florida.
16. Miss Fannie Clark, Ocala, Florida.
17. Miss Hattie G. Spiro, Ocala, Florida.
18. Miss A. C. Russell, Altoona, Florida.
19. Mrs. M. A. Trafton, Eustis, Florida.
20. Mrs. Ida Roberts, Milton, Florida.
21. Miss Myrtle McCreery, Jasper, Florida.

AGED TEACHERS' CERTIFICATES.

The Legislature of 1901, under pressure of an unmistakable demand by aged teachers for relief, and through the undue influence of less than half a dozen interested persons zealous and active to escape further examination, enacted a law for the "Relief of Aged Teachers." This law, Chapter 4995, provided that any person who made satisfactory proof of having taught the whole or a part of each of the twenty years prior to January 1, 1900, in public or private schools of this State, and had secured at least one Certificate, of any grade, under the present uniform examination laws, should be relieved of further examination and granted a certificate entitling the holder to teach only in Primary and Intermediate grades in any school where the majority of the patrons might select such teacher. The law was entirely out of harmony with the general provisions and spirit of the public school system, and most of its beneficiaries, who were thus rewarded with the life right to teach, were not over forty years of age and possessed the lowest grade of qualifications.

The Legislature of 1903, in the first Section of Chapter 5204, repealed the provisions for this Certificate, but unfortunately left in force the Certificates already issued under the law.

The following are the addresses of those to whom this Certificate was issued:

AGED TEACHERS' CERTIFICATE HOLDERS.

- No. 1. Miss Clem Hampton, Gainesville, Florida.
2. Miss Mary E. Bailey, Gainesville, Florida.
3. C. C. Singleton (col.), Blountstown, Florida.
4. H. Richardson (col.), Lake City, Florida.
5. Mrs. Ella W. Richardson, Jacksonville, Florida.
6. Mrs. Tallulah B. Wilson, Jacksonville, Florida.
7. Miss Annis B. King, Jacksonville, Florida.
8. Agnes M. Edwards (col.), Jacksonville, Florida.
9. Geo. W. Houston (col.), Jacksonville, Fla.
10. I. E. Allen, Brent, Florida.
11. John A. Gibson (col.), Pensacola, Florida.
12. A. M. DeVaughn (col.), Pensacola, Florida.
13. Miss Henrietta E. McIver, Tampa, Florida.
14. D. C. Curry (col.), Quincy, Florida.
15. T. J. McDade, Holmes, Florida.

16. T. J. Key, Westville, Florida.
17. C. C. Gunn, Marianna, Florida.
18. Mrs. M. J. Bevis, Kella, Florida.
19. J. A. Jackson (col.), Marianna, Florida.
20. D. G. Gilbert (col.), Cottondale, Florida. ,
21. C. L. Pinkard (col.), Cottondale, Florida.
22. Mrs. V. P. Williams, Leesburg, Florida.
23. J. H. Wester (col.), Tallahassee, Florida.
24. G. W. McGriff (col.), Bradfordville, Florida.
25. Mrs. R. A. McGriff (col.), Bradfordville, Florida.
26. Mrs. H. T. Robinson (col.), Tallahassee, Florida.
27. J. Wesley Davis (col.), Tallahassee, Florida. ,
28. J. G. Riley (col.), Tallahassee, Florida.
29. Miss H. E. Partridge, Monticello, Florida. ;
30. Miss Kate P. Bellinger, Waukeenah, Florida.
31. Miss Lovie Turner, Key West, Florida.
32. Mrs. Charlotte Gould, Key West, Florida.
34. Miss Mary Dunn, Key West, Florida.
35. Mildred Shavers (col.), Key West, Florida.
36. Julia English (col.), Key West, Florida.
37. Miss Laura Grillon, Key West, Florida.
38. Miss Ella Hayman, Key West, Florida.
39. Miss Carrie Messina, Key West, Florida.
40. Miss Sarah Ann McInnis, Key West, Florida.
41. F. E. Cooper, Dade City, Florida.
42. W. H. Blackburn, Bowling Green, Florida.
43. W. L. McInnis, O'Brien, Florida.
44. L. L. Charles, Caryville, Florida.

(26 whites and 18 negroes.)

PRIMARY CERTIFICATES.

Prompted by a desire to encourage teachers to especially prepare themselves for skillful and professional primary teaching and to commit themselves to that grade of work, the Legislature of 1903, as they had been repeatedly requested to do by the State Superintendent since the repeal of the provisions for a Primary Certificate by Section 6, Chapter 4331, Session Laws of 1895, reestablished the Primary Certificate.

Section 8 of Chapter 5204, authorized the State Superintendent to hold examinations and to issue certificates to applicants furnishing satisfactory proof of peculiar fitness for primary teaching and making a grade of 80 per cent. in examination on primary methods and studies. Primary Certificates are good for four years, are limited to teaching in

the first, second and third grades of primary departments of regularly graded schools and public kindergartens, and may be extended to life validity by the State Superintendent on satisfactory proof being made that the holder has taught successfully four years under such certificate. (See last clause of Section 13, Chapter 5204.)

Several examinations for this certificate have been held during the past fifteen months, in which the State Superintendent was assisted by Miss Maud Schwalmeyer, primary teacher in Summerlin Institute, Bartow, Florida, and widely endorsed as one of the most successful primary teachers in the South.

The following circular was widely distributed:

CIRCULAR OF INFORMATION.

RESPECTING PRIMARY AND SPECIAL CERTIFICATES PROVIDED
FOR IN SECTIONS 8 AND 9, CHAPTER 5204.

Tallahassee, Fla., Sept. 1, 1903.

The many demands upon this office since the adjournment of the Legislature have rendered it impossible to sooner extend the opportunity to take the examination for these certificates.

The privilege of examination will always be given at the meeting of the State Teachers' Association and at such other times and places as necessity seems to demand. It will be impossible for the State Superintendent and his assistant examiner to take the time and incur the expense to extend the privilege of examination at any time and place one or two applicants may decide to compete for these certificates. The time and place of the next examination will be written at the end of this circular when mailed to a person requesting one.

APPLICANT MUST GIVE NOTICE.

All persons expecting to apply for examination for these certificates must give notice to the State Superintendent, at least twenty days in advance of the time and place, when and where the examination will be taken. In case of application for a Special Certificate, the applicant must state the

particular subjects upon which examination will be requested, in order that preparation may be made for examination on these subjects.

CHARACTER OF PRIMARY CERTIFICATES.

Teachers should not conceive the idea that this examination may be made the means of avoiding the regular Uniform Examination. It is designed that the possession of a Primary Certificate shall indicate professional knowledge and skill in primary teaching of a high order, with scholarship acquirements fully the equal of the requirements for the regular Second Grade Certificate.

Let it be understood from the beginning that this certificate is intended to indicate more than ordinary ability and preparation for primary teaching, and that every successful applicant must give evidence of special fitness for that work.

REQUIREMENTS.

1st. *Scholarship*.—The applicant must make a grade of 80 per cent in such oral and written examination on the common school branches as the examiners may deem necessary. It will be shorter than the regular uniform examinations, but none the less searching.

Consideration will be given high grade certificates taken under the uniform law, but no certificate alone will be accepted as evidence of requisite scholarship qualifications.

2nd. *Training and Experience*.—(a) Every applicant must have received special instruction in primary methods and practice-teaching for at least one year in a Normal School in this State or elsewhere, or its equivalent, and must have had three years successful experience in the schools of Florida, with two consecutive years in one school.

(b) Or, if without Normal Training, must have had five years' successful experience in teaching in a primary department in the schools of Florida, two of these years being consecutive in the same school.

3rd. *Endorsement*.—Every applicant must file satisfactory testimonials, showing good character as a lady and peculiar adaptability for primary teaching, efficiency both as a teacher and as a disciplinarian of small children, from all the County Superintendents, Boards, and Principals under whom the above prerequisite three or five years' teaching was done. The

testimonials must recite when and where the teaching was done, and state without equivocation that it was successful.

EXAMINATIONS.

1st. (a) *Written Academic*.—A written examination of not less than three questions on each subject, the equivalent of the second grade questions in the uniform examinations, will be required on Arithmetic, English Grammar, Geography, History, and Composition.

(b) *Methods and Principles*.—One written examination of ten questions, showing the applicants' knowledge of the theory and art of education, especially as they relate to primary work, will be required. This examination will be based this year on Arnold's "Waymarks," published by Silver, Burdette & Company; White's "The Art of Teaching," published by the American Book Company; "Augsburg's Drawing," Book I., published by the Educational Publishing Company.

2nd. *Oral*.—Every applicant must give in the presence of the examiners three lessons on subjects taught in the primary department, outlining and developing her method of teaching each subject.

3rd. *Oral and Written*.—After the present year, applicants will be tested on physical culture, manual training, school singing, and the elements of psychology on representation, memory and will, as treated in Halleck's Psychology and Psychic Culture; at least, so much of these subjects as relate to primary grades.

4th. Every applicant will be required: (a) to show a fair knowledge of the classics suited for children; (b) to demonstrate her ability to do rapid blackboard sketching in such simple design, outline and perspective, as is necessary in successful primary teaching; (c) to read well and with expression.

VALIDITY AND TERM.

A Primary Certificate will be good for four years and will be valid for teaching only in the first, second, and third grades of regularly graded schools, or in public kindergartens.

After four years of successful teaching under a primary certificate the State Superintendent may make it valid during the life of the holder without further examination.

PERSONAL.

Every primary teacher should possess the very best character and reputation, both as a lady and as a teacher, an innate love for children, and ability and tact in interesting and governing children of tender years. She must possess such health and vigor as will enable her to do well the work required of a primary teacher. Persons afflicted with pulmonary, chronic throat, or any communicable disease, should not apply for primary certificates, as none but sound and cheerful people can endure the nervous strain, or should be entrusted with the direction of children at their most plastic period in life.

EXAMINATIONS FOR SPECIAL CERTIFICATES.

Examinations for Special Certificates will be given any applicants at the same time and place any examination for primary or State certificates may be held. They will be entirely written, equally as difficult, and based on the same texts as examinations for first grade or State certificates on the same subjects.

An applicant must present satisfactory evidence showing peculiar fitness for teaching the particular subjects on which this certificate is asked. He must make a grade of 90 per cent on each branch which the certificate gives the right to teach.

It is valid for five years and for teaching only the subjects named in the certificate.

TIME AND PLACE OF EXAMINATION.

The next examination will be held at.....
on, the day of,
190, or during any session of the State Teachers' Association.

WM. N. SHEATS,
State Supt. Pub. Instruction.

SAMPLE QUESTIONS

USED IN THE

Examination for Primary Certificates, 1904.

Notice to Examinees.

2. Use pen and ink, and legal cap paper; number or letter answers to correspond with questions; fasten together all papers on the same examination sheet before filing with the Examiner.
 1. A fee of \$1, not refundable for any cause, and required testimonials must be filed with the Examiner at the opening.
 3. Examinees must abstain from all talking during the progress of the examination.
-

ACADEMIC OR PRIMARY STUDIES.

NOTE.—Each correct answer worth 33 1-3 per cent.

ARITHMETIC.

1. A had sheep in three pastures, 1-3 of 3-4 in the first, 1-6 in the second, and 660 more than 1-8 in the third; he sold them all at \$2 5-6 a head and re-invested the proceeds as follows: \$1651 2-3 in land, \$849 4-9 in a turpentine still, \$1202 2-9 in mules and wagons, and the remainder in range cattle at \$12 5-9 a head. How many cattle did he obtain?
2. Diminish the sum of 4 1-16 and two hundred seventy-five ten-thousandths by three and eight thousandths, multiply the remainder by fifteen ten-thousandths, divide the product by five hundred forty-one hundred-millionths, and express the quotient in Roman notation.
3. B had four city lots of the following sizes respectively, 3 5-8 acres, .625 acres, 20 rods square, 121 feet by 450 feet. How many acres did he own and what did he get for them at an average of \$1-32 per square yard?

ENGLISH GRAMMAR.

1. Write each of the following words in a column, opposite each in five parallel columns its possessive singular and plural,

its corresponding feminine, if any, with its possessive, singular and plural: **man, ox, nephew, hero, son-in-law, sir, baron, czar, he, gander.**

2. (a) Write the synopsis of the verb **lie** (to recline) with **she** in the progressive form; (b) the synopsis of the same verb with **thou** throughout the passive voice, giving also all forms active and passive of the infinitive and particles.

3. Write a complete **phrasal and clausal** analysis of the following sentence, naming each **phrase and clause**, its kind, and what it modifies:

"Not many generations ago where you now sit encircled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind and the wild fox dug his hole unscared."

COMPOSITION.

1. Outline how much and tell how composition should be taught in each of the three primary grades.

2. (a) Name the principles to be observed in **paragraphing**.

(b) Write sentences containing five of the most common **figures of speech**, naming each figure used.

3. Write a composition of not less than 200 words on the subject: "The Necessity for Professionally Trained Primary Teachers."

GEOGRAPHY.

1. Make an outline for teaching the Geography of the United States.

2. Tell how you teach **map drawing**, and discuss its importance.

3. Bound the Southern States and name the two leading industries in each.

HISTORY.

1. Divide United States History into three important periods, and give the basis for the subdivisions.

2. Explain the growth of the United States from the **thirteen colonies** to its present proportions, naming circumstances leading to each acquisition.

3. Name in order all the wars with the causes and results of each in which the United States has engaged.

PRIMARY METHODS AND PRINCIPLES.

(Written.)

1. State the chief **purpose** in educating a child.

2. What should a daily **programme** show?

3. Outline the first two years' work in **geography**.

4. Tell the use you would make of **poems and stories** in primary grades.

5. What are the immediate ends in view in **Nature Study**?

6. How may practical lessons in **physiology** be given to little children?
7. State the underlying principles of **good discipline**, and tell how they may be taught.
8. Explain the educational value in **drawing**.
9. Tell how you would teach a class to **draw an object**.
10. Why should the simple **geometrical forms** be taught early?

(Oral.)

1. Give a **number lesson**.
2. How do you conduct a **reading lesson**?
3. Give an outline for the study of the orange tree suitable for the **third grade**.
4. State the twofold purpose of **seat work**, and tell how it should be corrected.
5. Give a **language lesson** from a picture.

The following are the addresses of persons who have taken this certificate:

- No. 1. Miss Sophia Merry, Micanopy, Florida.
2. Elizabeth McLeary, Jacksonville, Florida.
3. Mrs. Effie R. Sensabaugh, Bartow, Florida.
4. Mrs. Annie Hooker, Bartow, Florida.
5. Miss Carlie Powers, Jacksonville, Florida.
6. Miss Maud Schwalmeyer, Bartow, Florida. ✓
7. Miss Moselle Cook, Jacksonville, Florida.
8. Mrs. L. M. Fleming, Jacksonville, Florida.
9. Miss Lula W. McKinlay, Jacksonville, Florida.
10. Miss Nellie C. Stevens, Ocala, Florida.
11. Mrs. R. W. Erwin, Lakeland, Florida.
12. Miss Adaline Austin, DeLand, Florida.
13. Miss Ella M. Mendenhall, Eustis, Florida.)
14. Miss Stella M. Peter, Leesburg, Florida.)
15. Miss Corrie McClinton, Fort White, Florida.
16. Miss Ruth A. Candlish, Jacksonville, Florida.
17. Mrs. Adelaide J. Garrett, Palatka, Florida.
18. Miss Margaret C. Fairlie, Jacksonville, Florida. ✓
19. Miss Grace A. Pinnell, Bronson, Florida.

CHAPTER VI.

STATE SCHOOLS.

INTRODUCTION.

In compliance with statutes requiring the several State Schools to make reports to the State Superintendent, by him to be printed in his report for submission to the Legislature, the following appear in this chapter.

There are now eight of these schools, half of them having changed their names and undergone some degree of reorganization since the last report from this Department for the biennium closing June 30th, 1902. They are located at places given below and are now known by the following names:

University of Florida, Lake City.

Florida State College, Tallahassee.

East Florida Seminary, Gainesville.

State Normal School, DeFuniak Springs.

Florida School for the Blind, Deaf and Dumb, St. Augustine.

South Florida Military College, Bartow.

St. Petersburg Normal and Industrial School, St. Petersburg.

State Normal and Industrial School (for colored students), Tallahassee.

All are supposed to be of college grade, at least in some of their courses, except the school for the blind and deaf. The industries in their elementary stages receive attention in four of these schools; six are for the exclusive education of white youth; one for the negroes alone; the blind and deaf school has departments for whites and negroes taught in separate buildings.

Five of the schools are now under the management each of a separate Board of Trustees, while the Normal Schools, or schools with Normal Departments, are still under the control of the State Board of Education.

Once it was deemed the duty of the State Superintendent-

ent to make recommendations relative to the needs of these schools, but since each is represented of late years by a strong lobby before the Legislature, it is no longer considered the privilege of that official to do more than embody in his report the report of the officials of these institutions.

If I were called upon for an opinion in regard to these schools, I would simply say, "each is in a fairly good condition and doing satisfactory work." I can but feel that a sad and fatal mistake for higher education in Florida was made in the beginning by adopting a policy of multiplication rather than concentration in establishing these schools. A policy which has resulted in wasteful dissipation of the resources for higher education by creating too many schools to do practically the same grade of work—a greater number than is warranted by the population and wealth of the State. It is no reflection upon the management of any one of the schools that it is doing chiefly preparatory work, but it is changeable to the unfortunate mistake that more schools were created than the real patronize and the worthy feeders of institutions for higher education justified or demanded, causing small attendance and low standards in all.

In the report from this Department for the biennium closing June 30th, 1896, the policy of consolidation was mildly suggested. Then there were only five of these schools, after excluding the one for negroes and the school for the blind and deaf. The latter is in no sense a college, but a school for a specially unfortunate class of youth, and like the one school for negroes, is not to be considered when advocating reduction in the number of such schools. It was said in that report that the State, in the matter of schools for higher education, was in the condition of a poor man with more children than he could properly provide for, yet each was so peculiarly the subject of pride and affection that he could not spare one of them. It was stated that, if the number of State schools were continued, their ever-increasing demands for larger appropriations for equipment and current expenses might be looked for. This prediction has been fully verified to this date, and the end is not yet. The attendance at six of these schools, after excluding the two alluded not to be considered in any scheme of consolidation, was in 1902 less than 250 pupils, counting only those enrolled in college classes proper. This information, obtained from the

catalogues of those institutions, was published in the State Superintendent's Report for the biennium ending June 30th, 1902. For this small number of pupils grading in college classes, six faculties and six college plants are maintained. The number of students pursuing college studies have not materially increased in the past eight years, certainly not in proportion to the growth in the appropriations and the number of professors in the faculties. The increase, as small as it has been, has been mostly in those taking preparatory, high school, special, and business courses. Instruction in all of which could be given equally as well and at far less cost in purely secondary, and business schools specializing on particular subjects.

The following are the biennial appropriations from State funds, each the largest ever made at its date, for these five schools—increased to six in 1901. The amounts appropriated were generally used, besides the incomes, in which some of them share, arising from the Morrill and Hatch Bills, interest on bonds, endowments, and incidental fees, aggregating annually about \$50,000:

In 1897	\$46,000.00
In 1899	51,500.00
In 1901	191,910.00
In 1903	255,522.11

The latter was the amount left available, in 1903, after the Governor's veto had cut the appropriation nearly half in two. These amounts considered in connection with the small number of students actually pursuing college studies, forces the conclusion that the cost of higher education in Florida is truly great.

It is rare that an educator regards appropriations for any grade of schools sufficiently liberal, and while I have always urged most liberal support and taxation for all schools, elementary, secondary, and higher, still, considering the number enjoying the direct benefits, such expenditures impress me as being lavish and calling for a change of policy and reorganization of the system of State schools. Their multiplication would bespeak waste, and to their present number is doubtless due their low standard and the fact that each is largely local, at least sectional, in its patronage.

The question of consolidation was again called to the attention of the Legislature in the report for the bien-

nium closing June 30th, 1898. Again in 1900, the introduction to Chapter VII, in the report for those two years, presents statistics and somewhat elaborates on the desirability and advantages of consolidation. The attendance at each State school was classified with the view of showing the grade of work being done, the attendance of pupils in actual college studies, the large per capita cost of the maintenance of these schools compared with the number of students in college classes proper, and the extravagant expenditure contrasted with the number of graduates in regular college courses. It was stated that the total expenditure of the several institutions was sufficient to pay the transportation both ways, the tuition, and the board for ten months of every student regularly enrolled in a college class at the best school in this State or in the best institutions of learning in other States.

Any one desiring to investigate this matter is referred to pages 157-174 of the report from this Department for the two years ending June 30th, 1900.

The report for the next biennium, ending June 30th, 1902, against refers to this question, pages 161-169, and states, "Florida is, in a measure, dissipating her resources in too many schools endeavoring to do practically the same kind of work." Possibly, the State Normal School, while included in the six schools discussed, should be excluded from the consolidation, as its work is somewhat different, being more particularly a professional school and designed to prepare teachers and elevate through them the great mass of common schools.

In view of these repeated utterances, supported by statistics, suggesting the wisdom of consolidation rather than multiplication in the number of State-supported schools for higher education, and considering the fact that my term of service is so soon to expire, I believe it inexpedient to say more on this subject and that my duty is fully performed in presenting the following reports.

SOUTH FLORIDA MILITARY COLLEGE,
BARTOW, FLORIDA.

Hon. W. N. Sheats, Tallahassee, Fla.

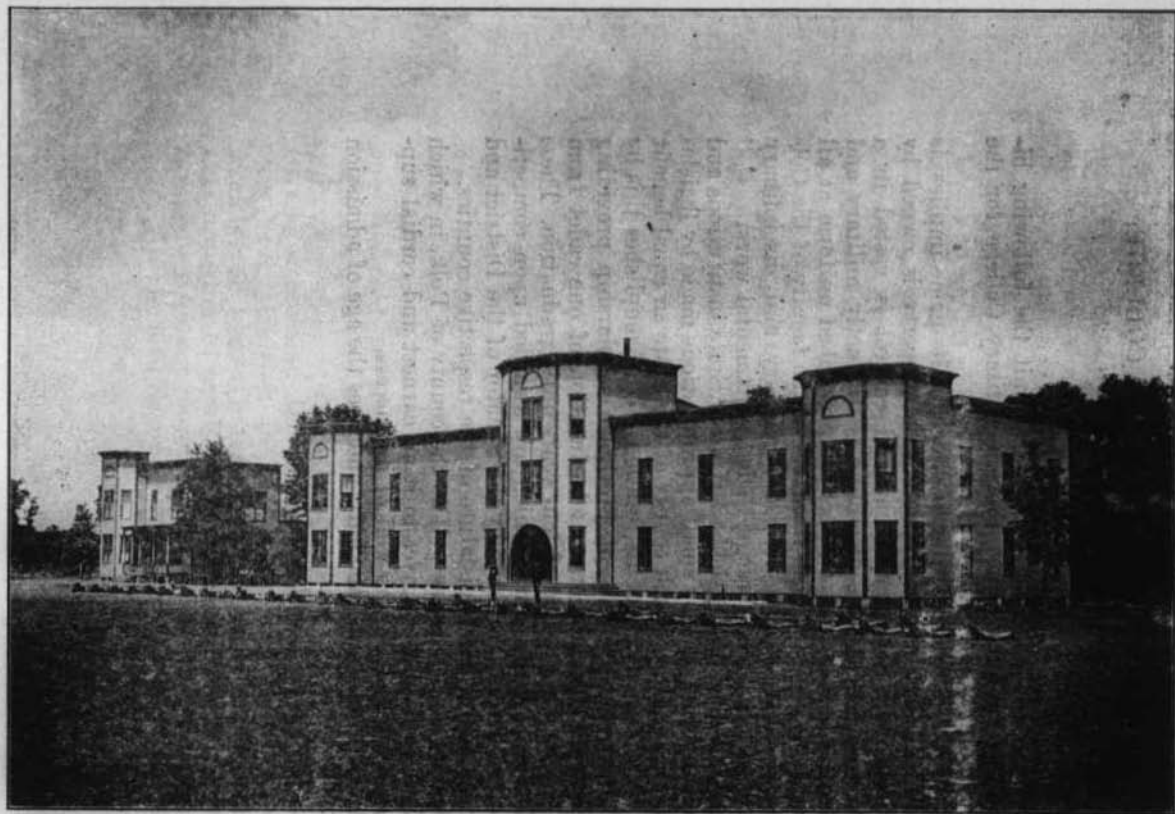
Dear Sir:—I have the honor to submit the following biennial report of the South Florida Military College for the period ending June 30th, 1904.

The South Florida Military College, as its name implies, is distinctively a State institution. Its property is owned by the State and its management and control is vested in a Board of Trustees. Its discipline is distinctly military and every cadet in attendance wears the prescribed uniform at all times. The President and members of the faculty of the College each assumes the necessary military and disciplinary duties in addition to those of their departmental work.

The College is one of the best types of State institutions and while supported only by small appropriations made by legislative act, it affords to each county of the State an equal benefit with the home county of its location. It accomplishes this by granting to each county of Florida a scholarship providing for the entire maintenance and education of one cadet from each county for a period of four years until graduation. These scholarship appointments, which are awarded upon competitive examination, are made by the Senator of the District and the members of the Legislature of the respective counties.

The city of Bartow, as well as the county of Polk, in which the College is located, gives to it an earnest and cordial support, all of which augurs well of its success.

The College admits men only, and fixes the age of admission at sixteen years.



South Florida Military College Barracks.



Surveying Corps South Florida Military College.

THE ADVANTAGES OF THE COLLEGE.

Among the advantages which the College offers are:

1. *Its Distinctive Military System.*—It tends to muscular development, and physical health by an enforced regularity in food, sleep and exercise. It creates habits of promptitude, order, discipline and subordination. It fosters self-reliance and force of personal character by removing all extraneous distinctions and places each cadet, whatever his antecedent circumstances, on his own individual responsibility. It is equal, uniform and wholesomely restraining without unnecessary severity.

2. *Its Technical and Scientific Courses.*—Provision is made at the close of the second year for members of the Junior or Second Class to elect between a Civil Engineering course and a Literary-Scientific course. This selection permits a cadet to develop along the line best suited to his inclination and talents, and either of the courses provides for a broad and liberal education. The Physical, Chemical and Civil Engineering Laboratories are well equipped with apparatus, and the instruction given in these subjects will be of an extremely practical character.

3. The distinctive system of instruction, namely, by giving a full announcement of time for recitations, and dividing classes into sections when necessary, whereby the cadets are accurately graded, and each one receives the personal attention of the instructor. The success of the educational work of the College turns largely upon this method.

FACULTY AND OFFICERS.

Colonel H. P. Baya, (Virginia Military Institute), President and Professor of Mathematics.

Captain T. W. Gary, (Patrick Military Institute), Professor of English and Latin.

Major T. W. White, Jr., (Virginia Military Institute), Commandant of Cadets and Professor of Chemistry.

Captain P. J. Brucker-Haegy, A. M., (University of Paris; University of Geneva), Professor of Modern Languages.

Captain A. C. Irwin, B. S., (Ohio State University), Professor of Civil Engineering and Physics.

Lieutenant J. W. Bell, (South Florida Military College), Instructor Preparatory Department.

Military Staff.—Captain F. G. Railey, U. S. V., Acting

Chaplain; J. M. Oglesby, M. D., Surgeon; J. W. Bell, Bursar and Commissary.

COURSES OF STUDY.

The South Florida Military College offers the following courses of study leading to the degree of B. S.:

Civil Engineering Course.—This course is designed for the purpose of giving a strong scientific education and preparing its graduates theoretically and practically for the profession of civil engineering, particularly in the State of Florida.

The rapid development of this State is demanding men who have this technical training, and it is the intention of this College to produce the men.

Literary-Scientific Course.—This course insures a broad and liberal training, thoroughly develops the applied sciences, more especially chemistry, in which its graduates are prepared for the work of analytical chemists.

BUILDINGS AND GROUNDS.

The College Grounds.—The buildings of the South Florida Military College are located on a beautiful tract of land containing more than thirteen acres, about three quarters of a mile from the center of the city, on one of the principal streets.

The Parade Grounds.—In the front of the barracks is a handsome parade ground of two and a half acres, leveled and turfed with Bermuda grass, while the rear is deeply shaded with beautiful water oaks.

The Barracks.—This is a handsome structure of two stories, with a central tower three stories in height. It is especially adapted for cadet quarters: is well ventilated; lighted throughout by electricity, and heated by steam. It contains in addition the offices, chapel and some of the class rooms.

Laboratories—Chemical and Physical.—The chemical laboratory has been recently thoroughly equipped with chemicals and modern chemical apparatus. It is supplied with water and gas, and contains a dozen individual tables for extended work in chemical analysis, both qualitative and quantitative.

The Physical Laboratory has likewise been materially strengthened by additional modern apparatus, particularly in the line of electricity, and the College now possesses every facility for a thorough theoretical and practical course in the department.

The Lecture Room adjoining these laboratories is supplied with an excellent demonstration table, affording every facility

for the presentation of Chemical and Physical experiments before the students in these subjects.

The Engineering Equipment.—The Department of Civil Engineering is now supplied with the following instruments: A new transit with stadia attachment, a Y Level and a Combination Transit and Level for practice use in adjustment. Also with stadia rods, level rods, transit rods, chains, metallic and steel tapes, shovels, axes, etc. For map-making it is supplied with new drawing tables, blue printing outfit and the necessary instruments.

The Mess Hall.—The Mess Hall has recently been repainted and put in first-class condition. It is a large and well lighted hall and well adapted for the purpose.

The Gymnasium.—The new Gymnasium will be ready for occupancy this fall. It will contain a floor space forty feet wide by sixty feet long, and be supplied with the necessary fixtures.

It will be open daily to cadets under prescribed regulations, and at special times used by the Cadet body for social functions.

The Gymnasium will also contain six splendid bath rooms, furnished with tubs and shower baths and supplied with hot and cold water.

Library and Reading Room.—The College Library contains a large number of well selected books of general literature, as well as the best works of reference for the special use of cadets in line with their selected profession.

GENERAL NOTES.

The class work of the cadets during the time of my observation here has been of a high order, and in this connection I believe marks the cadet body the equal at least of desire to say that the uniform good conduct and respect for all authority in this institution deserves the greatest commendation, and I believe marks the cadet body the equal at least of the student body of any college in Florida.

I have also uniformly had the entire and cordial support of the members of the College faculty, who have held themselves ready to enter into with all the necessary energy anything leading to the betterment of the College.

During the past two years many needed improvements have been added, the details of which are necessarily passed over.

The new Department of Modern Languages, in the short time that it has been organized, is doing splendid work.

The Department of Civil Engineering likewise organized is doing *practical* engineering, together with the necessary map drawing, sketching, blue printing, etc.

The enrollment for the past year was 64, and the condition of the College excellent. I regret to say that in the past year the College was compelled to be closed on account of typhoid fever in the city for over two months, and while we lost some of our cadets, still when we reopened we went to work with a will and closed a successful year the latter part of June.

FINANCIAL.

1902-1903—*Current Expenses.*

By balance from 1901-1902.....		\$470 81
By appropriation 1902-1903.....		9,000 00
To Salaries	\$4,020 00	
To Maintenance—current expense..	4,647 50	
To balance unused	803 31	
Total—balanced	\$9,470 81	\$9,470 81

1903-1904—*Current Expenses.*

By balance from 1902-1903.....		803 31
By appropriation 1903-1904.....		9,000 00
To salaries	4,895 00	
To maintenance	4,173 07	
To balance unused	735 24	
Total—balanced	\$9,803 31	\$9,803 31

1903-1904—*Mess Hall and Furniture.*

By appropriation as above.....		1,000 00
To repairs, furniture, etc., as per vouchers filed with Comptroller..	1,000 00	
Total—balanced	\$1,000 00	\$1,000 00

1903-1904—*Painting.*

By appropriation for painting.....		600 00
To labor, material, etc., as per vouchers filed with Comptroller..	600 00	
Total—balanced	\$600 00	\$600 00

<i>1904—Physical Apparatus.</i>		
By appropriation		750 00
To vouchers filed with Comptroller.	225 01	
To balance yet unused	524 99	
Total—balanced	\$750 00	\$750 00
<i>1903-1904—Gas Plant and Apparatus.</i>		
By appropriation		575 00
To vouchers filed with Comptroller.	315 27	
To balance yet unused	259 73	
Total—balanced	\$575 00	\$575 00
<i>1904—Engineering Instruments.</i>		
By appropriation		400 00
To vouchers filed with Comptroller.	340 24	
To balance unused	59 76	
Total—balanced	\$400 00	\$400 00
<i>1904—Library Books and Cases.</i>		
By appropriation yet untouched....		2,000 00

I have the honor to be, sir,

Very respectfully yours,

H. P. BAYA,
President.

PRESIDENT'S OFFICE,
• LAKE CITY, FLA., Nov. 18, 1904.

*Hon. W. N. Sheats, State Superintendent Public Instruction,
Tallahassee, Fla.*

Sir:—In compliance with your request I beg to submit the following biennial report of the condition and work of the University of Florida.

This report covers two calendar years, from July 1, 1902, to June 30, 1904, inclusive.

NAME.

By Special Act, Chapter 5272, of the last Legislature the

name of this institution was changed from the Florida Agricultural College to the University of Florida.

FINANCIAL STATEMENT.

1902-3.

Total income \$50,795 91

This income was derived from the following sources:

Brought forward from preceding year.....	\$6,543 60
Agricultural College Fund	8,951 00
Morrill Fund	12,500 00
State Appropriation Fund	20,119 06
College Incidental Fund	2,676 25

Expenditures.

Salaries	\$17,382 67
Equipment	4,198 65
Heat, Light and Water	1,650 50
Insurance	1,882 54
Postage and Stationery	302 16
Printing and Advertising	935 71
Repairs, Additions and Improvements	17,000 86
Incidental Expenses	2,954 98

Total	\$46,218 07
Balance on hand at the close of the year..	4,577 84

1903-4.

Total income \$68,519 40

This income was derived from the following sources:

Brought forward from preceding year.....	\$4,577 84
Agricultural College Fund	7,710 00
Morrill Fund	12,500 00
State Appropriation Fund	42,687 94
College Incidental Fund	1,043 62

Expenditures.

For Salaries	\$32,189 73
Labor	1,123 60
Equipment	11,656 23
Heat, Light and Water	3,606 72
Postage and Stationery.....	623 38
Printing and Advertising	2,214 44
Repairs, Additions and Improvements.....	8,227 38
Incidental Expenses	7,638 74
Total	\$67,280 22
Balance on hand at close of year	1,239 18

Against this balance there were outstanding debts somewhat in excess of the apparent surplus. Aside from this, the University at the close of the year 1904 was free from debt.

 ATTENDANCE.

1902-3.

Summary of Students.

Graduate Students	1
Seniors	8
Juniors	11
Sophomores ..	19
Freshmen	34
Preparatory Class "A".....	27
Preparatory Class "B".....	35
Commercial Classes	25
Irregular, not classified	19
Total	179

These students are distributed as follows:

North Carolina	3
South Carolina	1
Ohio ..	1
New York	3
Georgia	1
Cuba ..	6
Florida	164

At the close of this year the following degrees were conferred:

Bachelor of Science	6
Certificates in the Business Department	6
Certificates in the Stenography Department	6

1903-4.

Summary of Students.

Graduate Students	2
Seniors	8
Juniors	11
Sophomores	18
Freshmen	30
Preparatory Class "A"	33
Preparatory Class "B"	34
Commercial Classes	45
Irregular—not classified	6
Total	187
Students counted twice	11
Net total	176

These students are distributed as follows:

Georgia	3
South Carolina	3
Illinois	1
Cuba	5
New York	2
Kentucky	1
Florida	161

UNIVERSITY OF FLORIDA.

At the close of this year the following degrees were conferred:

Master of Science	1
Bachelor of Science	8
Certificates in the Business Department	8
Certificates in the Stenography Department	4

CHANGES.

(1) At the close of the year 1903 the co-educational feature of the University was abolished, and it was made a school for males only. This action was accompanied by the retirement of the lady members of the faculty, viz., Miss Marie Justa Ana de Figueroa, Instructor in Romance Languages; Miss Augusta E. Barnes, Dean of Women, Instructor in English; Miss Lucia McCulloch, Assistant in Biology; and their places were supplied as specified in section two below.

(2) During the course of the two years covered by this report numerous and important changes have taken place in the faculty of the institution.

F. M. Rolfs was elected in the spring of the current year to the professorship of botany and horticulture, vice H. Harold Hume resigned. Chas. M. Conner was elected professor of agriculture in the spring of 1902, vice H. E. Stockbridge resigned. E. R. Wharton was appointed instructor in mechanical engineering and drawing in the spring of 1902. Roy F. Davis was appointed assistant professor of physics and electricity, vice Herbert G. Dorsey resigned. Z. V. Judd was appointed instructor in Romance Languages and English in the spring of 1903. F. C. Reimer was appointed assistant in horticulture and botany in the spring of 1903. R. A. Lichtenhaeler was appointed assistant in chemistry in the spring of 1903. Jas. D. Taylor was appointed commandant of cadets, vice D. H. Clark relieved in the spring of 1903.

In the spring of 1904 the following members of the faculty resigned and their resignations were accepted:

T. H. Taliaferro, President; Robt. L. Borger, Professor of Mathematics and Astronomy; N. H. Cox, Professor of Mechanical Engineering and Drawing; H. K. Miller, Professor of Chemistry; H. A. Gossard, Professor of Entomology, Zoology, and so on; A. W. Blair, Instructor in Chemistry; R. N. Hadley, head of the Business Department; P. E. Cooper, Instructor in Stenography and Typewriting. The places of these gentlemen were supplied by the election of the following:

Andrew Sledd, President; Karl Schmidt, Professor of Mathematics and Astronomy; M. T. Hochstrasser, Professor of Mechanical Engineering and Drawing; Edward R. Flint, Professor of Chemistry; E. H. Sellards, Professor of Entomology, Zoology, and so on; A. W. Blair, Assistant Professor of Chemistry; E. R. Dickerson, head of the Business Department; F. F. Eldridge, Instructor in Stenography and typewriting.

(3) At Christmas, 1903, Foster Hall was destroyed by fire. Plans were almost immediately undertaken to replace it, and the foundation of a new and substantial brick dormitory was laid before the close of the scholastic year.

No new buildings have been undertaken during the bien-nium, but sundry repairs have been made on the old buildings in order to put them in satisfactory shape.

(4) No material changes in courses have been made during the period covered by this report, but an effort is being constantly made to improve both the number and the quality of the courses offered in the curriculum.

ORGANIZATION AND SCOPE OF THE WORK OF THE INSTITUTION.

The University offers the following courses:

The College of Agriculture and Chemistry.—A Course in Agriculture, A Course in Chemistry.

The College of Engineering.—A Course in Civil Engineering, A Course in Mechanical Engineering.

The College of Liberal Arts.—A General Scientific Course, A Latin Scientific Course, A Classical Course.

The Non-Collegiate Division.—A Course in Mechanic Arts (two years), A Course in Business (one year), A Course in Stenography and Typewriting (one year), A Preparatory Course (two years).

NEEDS.

We cannot close this report without mentioning a few of those needs which seem most pressing in order that the University may be brought to the point of highest efficiency and most effective service to the people of the State. The needs of a growing institution of learning are many and varied, but of those which confront the University of Florida at the present time, the following are most imperative:

(1) *A Mechanic Arts Hall.*—The present frame structure was erected nearly 20 years ago, and has ceased to meet the needs of that important department of the University work. There is no institute of technology in the State, and the University is making strenuous efforts to supply this deficiency. In order to do so it needs a comfortable and well-equipped hall for mechanic arts.

(2) *Greater Dormitory Accommodations.*—At the beginning of the current year every room in every dormitory was

filled and every spare room which could be provided in any of the University buildings was crowded. Before the new dormitory was completed, every room in it had been engaged and it was necessary to send some of our students into the city to lodge, and to lose other students by reason of the fact that the University did not have either in fact or in prospect sufficient dormitory accommodations to provide for our increasing numbers. If the University grows as it is hoped that it will grow, considerably greater sleeping accommodations are an imperative necessity.

(3) *Increased State Appropriations for Current Expenses.*

—The University is a free school. It does not charge any tuition and it does not make up for this liberality by levying sufficient special fees and charges to cover the amount thus seemingly remitted. A Florida student who attends his State University, if he chooses to board and room in town and does not break any of the College property, does not pay to the University treasury one single cent in tuition or in any special fees or levies whatever. If he prefers to live in a dormitory and to take his meals at the Dining-Hall, he pays one dollar a month for a heated and lighted and furnished room, and \$10 a month for his table board. In either case the University does not make one cent out of the student; therefore, (1) all of our resources are independent of our student body, and (2) an increasing student body puts the University to increasing expense without any increase of income; consequently, as the University grows in numbers, if its efficiency is to be maintained and increased the State appropriations for current expenses must increase from year to year. This fact alone is sufficient to justify requests for more funds for current expenses, without the necessity of mentioning (1) the increased cost of keeping buildings in repair, a cost which increases with the age of the buildings involved; and (2) the fact that competent instructors, such as the State University must have, cannot be expected long to work for a small and non-increasing salary. It is unworthy of a great State to expect a brilliant man to be satisfied to continue working in her University without the hope of a gradual, though perhaps slight increase in salary as he increases in efficiency and value to the institution and the State. It is natural, therefore, and always to be expected that the appropriations for a public institution, growing in numbers and in efficiency, must increase with the size and service of the institution.

I trust that you will permit me to state in closing, that this report, owing to changes in the faculty, has in a large meas-

ure had to be compiled from the records of the Auditor and the former President.

Respectfully submitted,

ANDREW SLEDD,
President and Director.

FLORIDA STATE COLLEGE.

TALLAHASSEE, FLA., Dec. 10, 1904.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—By your request I have the honor of submitting herewith the biennial report of the Florida State College.

ATTENDANCE.

The period embraced in this report has been one of unequalled prosperity of the College. The attendance has been increasing and is today the largest for any corresponding period during the whole past existence of the Institution. During the past five years the enrollment has increased nearly 100 per cent. In 1900 the total number of students enrolled was 177; in 1901, 207; in 1902, 252; in 1903, 326; 1904, 318. At the beginning of the session of 1904-05, 317 applied for admission, but on account of inability to meet entrance conditions 18 were turned away. Those entering subsequent to the entrance examination have increased the total enrollment to date to 308 in all departments. Of these, 152 are pursuing college work in regular college classes and the remainder are distributed amongst the following departments of the College: The Department of Music, Department of Elocution and Oratory, Business Department and the College Academy. Of the total enrollment 97 are local, the rest are non-residents and are boarding at the College Halls or at private houses in the city. Thus it can be seen that 211 are non-resident students this year. With the opening of the special term for teachers, March 6, 1905, the total enrollment of the College will doubtless be increased to 400, if the past success and attendance of the Teacher's Department may be used as the basis for this prediction.

There are nine States and two foreign countries represented on the enrollment. Out of the 45 counties of the State the following 35 are now represented in the student body:

The number of students from each county and State is set opposite the name of the county or State.

Alachua, 1; Bradford, 3; Brevard, 2; Citrus, 1; Columbia, 1; DeSoto, 1; Duval, 4; Escambia, 4; Franklin, 2; Gadsden, 16; Hernando, 1; Hillsborough, 35; Holmes, 5; Jackson, 9; Jefferson, 12; Lake, 2; Leon, 45; Levy, 3; Liberty, 5; Madison, 3; Manatee, 5; Marion, 5; Monroe, 1; Nassau, 5; Orange, 3; Pasco, 1; Putnam, 1; Santa Rosa, 4; Sumter, 3; Suwannee, 1; Taylor, 1; Volusia, 2; Wakulla, 12; Walton, 3; Washington, 1.

Local from Tallahassee, 77.

Total Florida students from given counties, 283.

From other States: Texas, 1; Georgia, 16; South Carolina, 1; Wisconsin, 1; Tennessee, 1; Alabama, 1; Pennsylvania, 1; Missouri, 1; Cuba, 1; Santo Domingo, 1. Total, 25.

Grand total, 308.

The males and females are about equal in numbers enrolled, but of the 211 non-residents the males outnumber the females two to one.

Furthermore, it does seem that the day of small graduating classes at the State College is a thing of the past. There are over 70 members of the Freshman Class this year. The Sophomore and Junior Classes are correspondingly large; and in the Senior Class there are 15 candidates for graduation this year, besides 3 advanced special students who are pursuing work with the Seniors.

Such a showing in attendance can but be most gratifying to the friends and patrons of this the oldest, save one, of all higher institutions of learning in Florida.

IMPROVEMENTS.

It is well known that the last Legislature appropriated a sum of money for three buildings and other improvements, but on account of a constitutional defect in the bill making this appropriation, the Governor was able to allow only so much of the appropriation as seemed necessary for current expenses of the College.

That this sum allowed has been judiciously expended can be readily seen. The dining room was enlarged and rooms were added to the girl's dormitory, also a wing providing for a kitchen, pantries and storage room. A Library has been provided and there are now some 5000 standard books, the latest and best of their respective kinds, all accessible to the students and faculty of the College. The report of the Librarian shows that the books are being constantly used by the students, and that there is no unnecessary material on the Library shelves.

Other various but less important improvements have been made.

CURRICULUM.

The course of study has been advanced one year and placed upon a standard which corresponds with that of the best Eastern Colleges and Universities, and above that of many similar institutions in the South. This was done to articulate the College Course with the standard high school courses as provided for by the last Legislature, and to avoid duplicating the work of our high schools. The catalogue will give detailed information as to changes made, and entrance requirements. After this year, there will be only two of the old preparatory classes maintained in the College Academy. The Faculty and Board of Trustees will gladly welcome the day when the junior and senior high schools in the counties shall be sufficient to do the work of the sub-collegiate classes of our College, which we have hitherto done as a self-imposed burden at no extra expense to the State.

SCOPE AND FIELD OF THIS COLLEGE.

It is desired by the Trustees and Faculty to correlate the College with the public school system of the State as closely as possible. The State has provided for a special school for technological instruction; but this College stands alone among the State Institutions in the high standard of its classical and literary culture courses adapted to the purpose of general education. With these courses carefully articulated with the county high schools, such methods of instruction as have been approved by the best classical colleges of this country are employed by a faculty of trained scholars from the leading universities of America and Europe.

It is the highest purpose here to provide for the best college life and college training for our Florida youth, to instill in our young people the principles of good citizenship, a genuine State pride and a love for home institutions. The value of such education may be estimated by inquiring to what extent this training contributes to the elevation of society and to what extent college men have arisen perceptibly above the common level, what they have done and are now doing towards the elevation of the tone of life and the amelioration of the world.

It is the general observation leading almost to an accepted verity that "it is ever the exception when a man rises above the common level without the culture of schools and the aid

of books. If it should be one in 100 or one in 1000, then 999 fail to rise because they have not felt the uplift of serious, systematic study, and mental development, and the promptings of high ideals which the college naturally imparts."

PRESSING NEEDS OF THE SCHOOL.

Our gain in attendance naturally has already caused us to outgrow the dormitories and class rooms, and the College is greatly hampered for lack of room. Many will soon knock and have to be turned away because of the crowded condition at the College. This state of affairs is pregnant with significance. Many schools are begging for more pupils; we ask for more room for those who come.

The dormitories were built with the design of accommodating about 120 pupils. At present the inmates of these halls number about 160. The Debating Halls have been pressed into service as bed-rooms, and three cottages rented on the outside of the College grounds, where students are at present living for lack of room in the dormitories.

Any one who visits the College may see the crowd of students packed in the seats and aisles of our largest recitation room for chapel services and roll call. The need of a chapel hall to be used for the assembling of the students, for lectures, entertainments and the like, is eloquent in its appeal.

The three laboratories for Physics, Chemistry and Biology are now entirely too small to accommodate the classes in these departments. The Library and Reading Room is not sufficient in its capacity. We, therefore, need one large building to provide for an Assembly Hall, Library Room, and rooms for Laboratories.

A Gymnasium is very much needed to provide for systematic and hygienic instruction to all pupils in physical culture. This is not a luxury, but a necessity in our modern education of soul, mind and body.

Summing up, we would say the buildings most needed are:

1. More Dormitories.
2. Science Hall, with rooms for Chapel, Library and Laboratories.
3. A Gymnasium.

The last Legislature understood the needs of the College and liberally provided for them; but a mistake, which was alluded to above, prevented the College from enjoying the benefits of the appropriation of 1903. Notwithstanding this great disadvantage, the College has forged ahead these last two years

with remarkable success. It is, therefore, believed that the coming Legislature will not fail in remedying the mistake of the past, or fail in answering the crying needs of the State College even with a more liberal spirit than that which characterized the Legislature of 1903.

Respectfully submitted,

A. A. MURPHREE,
President.

EAST FLORIDA SEMINARY.

GAINESVILLE, FLORIDA.

Not knowing the address of any member of the Board of Visitors [Section 312, Revised Statutes], several communications were sent Jere M. Pound, principal of this school, requesting a report for the biennium. The report was promised, but never reached me. Hence the absence of a report from this one of the State schools for higher education.

WM. N. SHEATS.

STATE NORMAL SCHOOL.

DEFUNIAK SPRINGS, FLA., Nov. 19, 1904.

*Hon. W. N. Sheats, State Superintendent Public Instruction,
Tallahassee, Fla.*

Dear Sir:—In accordance with your directions I have the honor to submit herewith a brief report of the progress of this school during the past biennium.

FUNCTION OF THE NORMAL.

At the beginning, permit me to state for the benefit of the readers of your Biennial Report the peculiar nature and function of the Normal. It is an institution for the professional training of teachers. Its courses and equipment are arranged with this as the sole aim. The State has assumed no responsibility more important or which will more vitally affect its future welfare than the education of the children within its borders. Because this important work should be placed, as far as possible, in the hands of those who have special training therefor, the Normal School was established. The courses are arranged to remedy deficiencies and defects in the academic

education of the students who are trained here, but this work is not the purpose of the school. In fact, it is hoped that with the rapidly increasing efficiency of the public graded and high schools throughout the State, the purely academic part of the education of teachers may soon be entrusted to them and the Normal may devote its attention exclusively to professional training and the teaching of academic subjects from a professional standpoint.

IMPROVEMENT IN CURRICULUM.

During the biennium the conditions of entrance have been made a little more strict and the course extended to cover five years, from the same point of beginning, instead of four years as previously. The lowest grade has been made a preparatory, "Sub-Normal" class. The other four, which now constitute the full four years Normal course have been extended not so much by taking on more advanced subjects and thus encroaching upon University work, but by devoting more time to the essential subjects, thoroughness in which is of vital importance to a successful teacher, and by adding to the curriculum a number of subjects, mostly professional, intended to make the teacher's mental store more applicable to existing conditions.

It is believed also that a distinct function of the Normal School is to study the educational conditions of the State and endeavor to establish, by means of its own courses and the ideals inculcated in the students, true standards of public elementary instruction such as are adapted to the conditions prevailing and the purposes striven for in popular education.

It is evident that the fundamental defects prevailing in public education through the State, aside from those that are necessarily incidental to limited funds, are a narrowness in the treatment of common school subjects and an almost total lack of vital relation between them and the actual life for which they are expected to prepare the children. Modern educational thought has accomplished no more marked advances than in solving these difficulties. In line with this advance the Normal has broadened its instruction by providing facilities for and affording systematic instruction to the whole school in manual training, drawing, singing, nature study, elements of agriculture, physical culture, and similar studies and training whose function is to establish a vital relation between the abstract studies of the school curriculum and the practical activities of life. In the teaching of arithmetic,

English language, geography, history and other subjects, constant effort is made to establish clearly the effective meaning of these subjects in the social activities of citizenship. In the department of professional training constant instruction is given in the fundamental principles upon which teaching is based along with abundant observation and practice in the best methods of teaching devised by the accumulated wisdom of the ages.

On comparison of the standards of entrance and curricula of the Florida State Normal School with that of schools of similar character throughout the North and Northwest, where general educational conditions are much more favorable, it is found that its entrance qualifications are practically the same and its curriculum is as full and as thorough, considering equipment. I may say, too, in behalf of my associate teachers that I consider the character of instruction generally as high as is maintained in institutions where much larger salaries are paid.

It remains to render the school more effective in the elevation of the standards of public education by extending its influence among the teachers of the State. This can be done by improving and increasing the equipment and teaching force and by a closer relation between the Normal and the public schools of the State.

ENROLLMENT AND ATTENDANCE.

Believing that it is not the intent of the Legislature nor to the interest of the State that the Normal should spend its energies in affording the kind of instruction which most counties have and all counties should have the facilities for offering, no effort has been made to secure the attendance of students seeking ordinary high school instruction. A large enrollment has not been sought and every encouragement has been given to the establishment of a high school in DeFuniak Springs. Not only have all local students who were not fitting themselves to teach been encouraged to attend the county school, rather than at the Normal at the State's expense, but many who came from a distance to enter the Normal and failed to pass our entrance examinations are now attending the excellent local school.

Our courses are so arranged as to offer little attraction to those who are not preparing to teach. The method of the treatment of subjects is too thorough and exhaustive and too much pedagogical work is required. As a result nearly every

education of the students who are trained here, but this work is not the purpose of the school. In fact, it is hoped that with the rapidly increasing efficiency of the public graded and high schools throughout the State, the purely academic part of the education of teachers may soon be entrusted to them and the Normal may devote its attention exclusively to professional training and the teaching of academic subjects from a professional standpoint.

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Our courses are so arranged as to offer little attraction to those who are not preparing to teach. The method of the treatment of subjects is too thorough and exhaustive and too much pedagogical work is required. As a result nearly every

student enrolled is definitely fitting himself or herself for teaching. The same age and educational qualifications required of actual teachers are demanded as prerequisites for entering our classes. As a result the attendance does not include any who are simply trying to get certificates so that they may secure positions, but the entire enrollment consists of those who, at most with a little reviewing, could respond to the great demand for teachers which prevails throughout the State.

More than two-thirds of the present enrollment consists of teachers who actually hold certificates and would have been located as actual teachers had they desired. Three-fourths of these hold certificates of the first and second grade and some have declined positions at salaries of from \$75 to \$100 per month in order to attend. Thus, it is very evident that the student body of the Normal school consists of those who are determined to rise in their profession, and it may reasonably be expected that they will exert a strong and ever increasing influence in establishing throughout the State the standards which are set up before them at the Normal.

When the policy was definitely adopted of maintaining a higher standard of instruction and making the courses thorough regardless of the time required in any subject to make it so, it was expected that each step in this direction would naturally be followed by diminished attendance. It is gratifying to be able to report that, while the rigidity of our standard has caused some who were not especially fitted for educational work to drop out of the school and has discouraged many others from attending, this loss has been more than offset by the increase in the number of stronger and better qualified students who have entered to prepare themselves definitely for teaching and the enrollment is even higher than it has ever been before. In the year 1903-04 one hundred and thirty-three students were enrolled from thirty-seven counties and States.

SCHOLARSHIPS.

The State Board of Education set aside \$9,000 of the biennial appropriation to be expended in scholarships under the same conditions as provided in the law making an appropriation of that amount for the two years preceding. Every effort is made to have this fund invested for the State only in those applicants whose scholarship and general qualifications are such as to indicate that they will exert the widest possible influence in improving the educational conditions of the counties for which they receive the scholarship benefits. In fur-

therance of this policy the State Board passed a regulation last June requiring that future awards be made only to those whose scholarship attainment is equivalent to that required for securing a second grade certificate. The result has been very gratifying and it is believed that the present scholarship students are of such character that they will fulfill the highest expectations. Every beneficiary signs a pledge to engage in teaching for at least four years or to return every dollar received, and steps are taken to see that this agreement is carried out.

BUILDING AND EQUIPMENT.

With reference to material equipment the only building to be reported is the dining room now being constructed in connection with the young ladies' dormitory. This was made necessary by the fact that the old dining room was crowded beyond its capacity. The space occupied by the latter is to be utilized for additional sleeping rooms. The gymnasium, whose erection was reported by my predecessor, has more recently been floored and is utilized for the Model Kindergarten, the Kindergarten Training Class, the classes in physical culture and gymnasium work, and as a general reception hall for social gatherings of the students. These various demands not only keep the room almost constantly employed, but prevent the introduction of any but the lightest gymnastic apparatus.

An acetylene gas plant has been installed with lights in every room of both dormitories and all the school buildings at a cost of about \$500. Nearly \$400 worth of books and periodicals have been added thus far to the library. Considerable addition has been made to the equipment of the chemical, physical and biological laboratory. As all these laboratories are crowded into one comparatively small room with very limited conveniences for keeping the apparatus, the laboratory work is done at a great disadvantage and such apparatus as there is can not be properly cared for.

The Kindergarten Training Department with its Model Kindergarten has been completely organized and is as well equipped as is practicable in its present quarters. Three pianos have been required to meet the needs of the kindergarten and of students who are studying music, an old one having been purchased and two others rented.

The Manual Training Department has been equipped with material and simple tools for hand work and six complete bench sets. This department is crowded, with few conveniences, into an old building which belongs to the school, but

has heretofore been rented at a nominal price as a dwelling house. It is thought that an elaborate equipment of machinery is not desirable for the training of teachers who must teach without it, nor would the educative aim of manual training be best obtained thereby, but better quarters and some additions to the equipment are urgently needed.

THE DORMITORIES.

Since the last report of this institution the former plan of letting out the dormitories separately to contractors has been abolished, and the two dormitories are now conducted under the direction of the Principal, with one parlor, dining room and kitchen for all. This has resulted in a great saving of rooms and a much larger saving of expense, as the rooms occupied by and the cost of supporting two families formerly are now used for the benefit of the boarding students. The dining room and kitchen outfit and some of the bed room furniture, which have heretofore been supplied by the contracting parties, have been replaced at the expense of the school. The rooms on the lower floor of the women's dormitory are nicely papered, and the bath and sanitary facilities have been perfected. The method of conducting the dormitory finances is thoroughly systematized with the result that the dormitories have become very popular and are now crowded almost to the full limit. Excellent food, lights and fuel are afforded the students for \$10 a month, the total fund collected from them being expended directly for their use.

FINANCIAL.

The last report showed the intended expenditure of the appropriation for the biennium 1901-03, and, since a complete division was therein made, according to purpose, it will be necessary simply to say that, so far as I am aware, the expenditure was carried out as indicated. Chiefly on account of the construction of the water works and sewer system a deficit was incurred up to July 1, 1903, of \$643,68.

The expenditure for the year beginning with my administration in July, 1903, and ending July 1st, 1904, was divided according to purpose as follows:

Deficit from former year	\$643 48
Equipment of dormitories	883 17
Advertising, catalogues, etc.	168 52
Improvement of campus	42 15
Equipment of Kindergarten	241 37
Equipment of Manual Training Department.	299 64
Gas plant, flooring gymnasium, stoves, cup-boards, blackboards, laboratory apparatus, plumbing, and other permanent additions to equipment	955 10
Fuel, stationery and all other current expenses	285 55
Library, books and periodicals	150 94
Salaries	8,440 76
Scholarships	4,313 00
Total	\$16,423 68
Balance available for 1904-05.....	16,076 32
Total appropriation for biennium	\$32,500 00

RECOMMENDATIONS.

If it is expected at any time to construct new buildings or to extend the school grounds, it is exceedingly important that the State should purchase one or two adjoining blocks while they can be had at a reasonable price. The town is growing rapidly, property is advancing in price and buildings are encroaching upon all available lands.

All the departments of the school are now crowded into very limited quarters, but instead of the construction of small or temporary buildings, it is thought the wiser plan will be to construct a substantial main building of creditable appearance. The present main building will then be adequate and satisfactory for manual training, kindergarten and other departments which cannot well be housed under the same roof as the academic work.

After careful comparison of the grade of work done in this institution with that done in Normal schools throughout the United States, as already mentioned, and noting the fact that the work of this institution. Students who will have finished

the new four years Normal course as now organized will have high rank, it is thought that such credit should be accorded completed considerably more academic work than is required to secure a State Certificate and will have had several years of the best professional training attainable in the State. The academic work done here does not represent, as does the certificate, merely a memoriter knowledge of prescribed text-books, but a thorough training in the power which is expected to be developed by these subjects.

I have the honor, sir, to remain,

Yours very respectfully,

H. E. BENNETT,
Principal.

ST. PETERSBURG NORMAL AND INDUSTRIAL SCHOOL.

ST. PETERSBURG, FLA., Nov. 1, 1904.

Hon. Wm. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date, I herewith submit a report of the St. Petersburg Normal and Industrial School for the two years beginning July 1, 1902, and ending June 30, 1904.

FINANCIAL.

For the year ending June 30, 1903—

Receipts.

From the State appropriation..... \$6,746 17

Expenditures.

For teachers' salaries	\$3,640 00
For laboratory apparatus and supplies.....	1,142 84
For Domestic Science apparatus and supplies.	1,134 50
For reference books for library	401 57
For janitor and incidentals	427 26
Total	\$6,746 17

For the year ending June 30, 1904—

Receipts.

From the State appropriation \$5,353 49

Expenditures.

For teachers' salaries	\$3,860 00
For janitor	400 00
For printing catalogues	171 09
For supplies for various departments and for incidentals	822 40
Total	\$5,353 49

ATTENDANCE.

For the year ending June 30, 1903—

1. Enrollment of regular students in classes proper: Male, 52; female, 61. Total, 113.

2. Enrollment of special students in classes proper: Male, 1; female, 6. Total, 7.

3. Enrollment in special Normal classes: 0.

Percentage of average attendance of students enrolled is 85.1.

For the year ending June 30, 1904—

1. Enrollment of regular students in classes proper: Male, 52; female, 92. Total, 144.

2. Enrollment of special students in classes proper: Male, 1; female 7. Total, 8.

3. Enrollment in special Normal classes: Male, 4; female, 15. Total, 19.

Percentage of average attendance of students enrolled is 83.3.

Counties represented in enrollment during two years ending June 30, 1904: Hillsborough, Manatee, Pasco, Sumter, Orange, Lake, Polk, Marion, Lee, Osceola, and Duval.

BUILDING AND REAL ESTATE.

The Normal and High School building is a two-story brick structure containing wide halls and eight large well-lighted recitation rooms. The Normal School Library and Study Hall, and the Scientific Laboratories are on the second floor of this building.

The Graded School building is a two-story wooden structure containing six recitation rooms and the school assembly hall.

The Manual Training School is a two-story brick building containing six rooms. The Principal's office and the wood-working shops occupy the first floor, and the Domestic Science rooms are located on the second floor.

The Normal and High School, Graded School, and Manual Training School are located on the same campus. This campus is beautifully shaded by oaks, and fronts on a pretty little lake.

The Manual Training School Annex is a two-story brick structure eighty by one hundred and fifty feet in size. The greater part of the interior of the annex consists of a large hall which is used as a gymnasium, drill hall and armory, and as an assembly hall.

Our Normal School building is one of the best equipped school buildings in the State. It is seated with single seats throughout. Each recitation room has light from two sides, and has a separate cloak room lighted from without.

EQUIPMENT.

The School Library consists of a thousand well selected volumes, selected with especial reference to the Normal and Industrial work. The Scientific Laboratory contains a thousand dollars worth of apparatus for use in teaching Botany, Zoology, Physics, and Chemistry.

The Graded School is seated with double desks, and is well supplied with all school-room accessories, such as maps, charts, and so forth.

The boys' workshop of the Manual Training School is equipped with lecture platform containing twenty-four opera chairs with tablet rests; an instructor's work-bench facing this platform; twenty-four work-benches, each having an outfit of tools; a fine assortment of special tools arranged on the wall at the sides of the room; and machines as follows: four-horse power kerosene engine, combination rip and cut-off saw table, eighteen-inch planer for wood, band-saw, grindstone, scroll saw, wood lathe, and iron lathe.

The equipment of the Domestic Science Kitchen consists of a six-hole range, with hot water tank and all accessories; a large sink, kitchen tables sufficient for a class of sixteen girls, sixteen small oil stoves, cupboards, shelving, refrigerator, and assortment of kitchen utensils.

The equipment of the Domestic Science Dining Room consists of dining table, dining chairs, side tables, china closets, etc.

The equipment of the Domestic Science Sewing Room consists of two large sewing tables, cases for holding materials, two dozen chairs, and six sewing machines.

The Domestic Science Reception Room is furnished with a lounge, hat rack, and chairs.

The equipment of the Manual Training Annex consists of a complete equipment for a company of fifty cadets, consisting of uniforms, caps, leggings, gloves, belts, bayonet scabbards, guns, bayonets, tents, and a company flag; a small brass field piece of the Hotchkiss pattern; a complete equipment for a Girls' Physical Culture Class, consisting of gymnasium suits, dumb bells, Indian clubs, tennis outfit, basket ball outfit, etc., and a stage twenty-six by sixty-four feet in size.

The equipment of the School Printing Office consists of a fine job press, a large variety of type, and a complete printing office equipment.

PROSPECTS.

Taking into consideration the fact that our School is without dormitories for the accommodation of outside students, and that none of the State appropriation for this School may be used to defray the expense of board and lodging for some of the students, as is done at two of the State educational institutions, our present enrollment is very large, and the indications are that it will grow in the future as it has done in the past.

PRESSING NEEDS OF THE SCHOOL.

Buildings.—Our greatest and most pressing need is two dormitories for the accommodation of our students.

We need a separate school building, or Academic Hall, for the academic classes of this institution.

Faculty and Organization.—The faculty and organization for the school year of 1904-1905 seems to be sufficient for the present needs of the school.

SCOPE AND FIELD OF THE WORK OF THIS SCHOOL.

It is my opinion that this School should be known as a State Normal and Industrial School. The object of this institution is to train young men and young women to be teachers. We aim to give our pupils hand and eye training, and physical

exercises such as will produce a harmonious development of the mind and body. The scope and field of our institution is to prepare teachers who may go out and take charge of schools in which Industrial Training shall be given. The industrial development of Florida depends upon the industrial education of the children who attend the Florida public schools.

PLANS CONTEMPLATED FOR FUTURE DEVELOPMENT.

(a) The erection of a large building containing recitation rooms, and the erection of dormitories for young men and young women, which shall be the property of the State.

(b) The recognition of this School as the State Normal and Industrial School.

RECOMMENDATIONS.

I recommend that the State appropriation for the current expenses of this School be increased to \$8,000.00 per annum, and that this School be made a State Normal and Industrial School.

GENERAL COMMENTS.

Success has crowned the efforts of those who have worked so faithfully while endeavoring to build up a splendid educational institution at St. Petersburg during the past four years. The small sums of money which the Legislatures of 1901 and 1903 appropriated to assist in maintaining this School have been used to the greatest possible advantage by the State Board of Education, and the result is a splendid School which is the pride of Hillsborough county and South Florida. This School undoubtedly has a great mission to perform in helping to lay the foundation for the future industrial development of Florida, especially of that part of the State known as South Florida.

Very truly,

Jos. E. GUISENGER,
Principal

STATE NORMAL AND INDUSTRIAL SCHOOL.

(For Colored Students.)

TALLAHASSEE, FLA.

The Honorable William N. Sheats, State Superintendent of Public Instruction, Tallahassee, Florida.

Dear Sir:—I have the honor of herewith transmitting to you the report of the Florida State Normal and Industrial School for the biennium beginning July 1, 1902, and ending July 1, 1904.

FINANCES.

1. Receipts for the year ending July 1, 1903:

(a) Morrill Fund.....	\$12,500 00
(b) State Appropriation	1,890 16
(c) Contingent Fund (sale of industrial products) ..	823 28—\$15,213 44

2. Receipts for year ending July 1, 1904:

(a) Morrill Fund.....	\$12,500 00
(b) State Appropriation	1,000 00
(c) Contingent Fund (sale of industrial products) ..	699 01—\$14,199 01

Total for biennium	\$29,412 45
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3. Expenditures for year ending July 1, 1903:

(a) Morrill Fund (salaries and facilities)	\$12,500 00
(b) State Appropriation (improvement of plant) ..	1,723 04
(c) Contingent expenses ...	823 28—\$15,046 32
(d) Balance on hand of State Appropriation	167 12

4. Expenditures for year ending July 1, 1904:

(a) Morrill Fund (salaries and facilities)	\$12,500 00
(b) State Appropriation (improvements, etc.	1,161 89
(c) Contingent expenses	699 01—\$14,360 90

Total for biennium	\$29,407 23
Balance on hand (State Appropriation) July 1, 1904	\$5 23

ATTENDANCE.

1. Enrollment for first year of biennium:	
(a) Preparatory School	83
(b) Normal School	98
Total	181
2. Enrollment for second year of biennium:	
(a) Preparatory School	110
(b) Normal School	119
Total	229
Graduates from Normal School—total for biennium.....	24
Florida counties represented	33

During the biennium the enrollment has increased nearly 100 per cent., and every county with an appreciable Negro population in the State has been represented in this enrollment. With this increased attendance every department of the School has been enlarged and improved both as to equipment and as to instruction. The enrollment has steadily increased till now (November 14, 1904, the time of writing this report,) it has reached 255 from 33 counties of the State—not including 36 pupils in the School of Practice Teaching attached to the Normal School of the Academic Department.

This rapidly increasing attendance brings out in clear relief the following needs: An auditorium with a seating capacity of one thousand; a dairy building and a dairy barn; an industrial building for the housing of those industries now tucked away in basements and dormitories; a hospital for the proper care of the sick, and for the nurse-training school now being established; improved water facilities as a safeguard against fire; a system of sewerage connected with the city system to safeguard the health of the School. It is sincerely hoped that the incoming Legislature will make an appropriation to meet these urgent needs.

Since my last biennial report, there has been no addition to the plant other than an improvised annex to the mechanical building for the blacksmithing and wheelwrighting divisions.

On the 11th of April, 1904, at noon, the agricultural building (a frame cottage), which contained the dairy and laboratory, was destroyed by fire. The loss was total. The burning

of this house emphasized the necessity of better water facilities. The building (or better, cottage) has been restored and equipped for enlarged and improved work in science and agriculture.

as instruction. This reorganization makes it extremely necessary to have a dairy building and a dairy barn. It is hoped that in order to bring the work of this department into close and sympathetic contact with the Negro farmers of the State, the Legislature will make an appropriation of \$500.00 for the re-establishing of Farmers' Institutes.

In addition to the sixteen industries now taught in the School, it is planned to add two others: shoemaking and brick-masonry, for which additional shop-room will be needed.

It is estimated that a special appropriation of \$35,000.00, and an annual appropriation of \$4,000.00 will meet all present urgent needs of this the only State-supported School for the Negro citizens of Florida. Even then it will not be as well equipped as many similar schools supported by other Southern States. I am sure the Honorable Members of the incoming Legislature will gladly appropriate the amounts requested, and thus make a most positive contribution to the general welfare of this fair State.

Respectfully submitted,

NATHAN B. YOUNG,

President.

SCHOOL FOR BLIND, DEAF AND DUMB.

ST. AUGUSTINE, FLA., Oct. 25, 1904.

Hon. W. N. Sheats, *State Superintendent Public Instruction,*
Tallahassee, Fla.

Dear Sir:—Complying with your request, I have the honor to submit my second Biennial Report, covering the period ending June 30, 1904, which would make the ninth biennial report since the opening of the school in 1885.

ENROLLMENT.

During this period 93 students were enrolled. Of this number 66 were deaf and 27 were blind. The first year of this biennium 78 were enrolled, and all returned to school last year except 10, whose absence was accounted for as follows: Became of age, 4; out of the State, 2; physically unfit, 1; indifference of parents, 3. Last year 15 new pupils entered,

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bringing the attendance to 83, deducting the 10 who failed to return.

CHANGES AND ADDITIONS IN STAFF.

One of the difficulties with which we have to contend is the frequent change of teachers, from various causes. At the close of the last biennium we had several. Mr. W. H. Carter, for two years Head Teacher of the school, accepted a position in the Kentucky School for Deaf, where he had formerly taught. Miss Bessie Blaker, another teacher of the deaf for two years, resigned to marry. Miss Elizabeth Avery, after one year here, accepted a position in the Iowa School for the Deaf. For the vacancies respectively, we were fortunate in securing Mr. A. H. Walker, of South Carolina; Miss Florence Watts, of West Virginia, and Miss Pattie Thomason, of South Carolina. Mr. Walker being the son of Superintendent Walker, of the South Carolina school, was thoroughly familiar with institution life, and also came with several years of successful teaching experience in the Texas and Tennessee schools. Miss Watts had been reared with deaf relatives and had taught successfully in the West Virginia school. Miss Thomason was a niece of Superintendent Walker, familiar with the deaf, and also had taught successfully. After one year of service Miss Watts returned to her home in West Virginia. This vacancy was filled by Miss Frances Bell, of Missouri. She had taken the normal course at Gallaudet College and had taught in the Texas School for the Deaf. After three months she was released from her engagement with us, at her request, to accept a better place in the North Carolina school at Morganton. Her place here was filled by Miss Agnes Steinke, who remained to the close of the last term. Miss Steinke was an oral teacher of long experience in the Wisconsin School for the Deaf. She has since accepted a better position in the Iowa school.

At the end of the first year of the period, after having filled the position as literary teacher of the blind, Miss L. B. Johnson severed her connection with our school. Last year this place was filled by Miss Flora Dudley, daughter of a former Superintendent of the Colorado School for Deaf and Blind.

Two years ago Mr. W. E. Pope came to us as Boys' Supervisor and Instructor of Printing, in place of Robert S. Taylor, resigned. At the same time R. L. Parks, a graduate of the Alabama Academy of the Blind and of the music department of the Pennsylvania Institution, was added to our faculty. He teaches music and piano tuning in the blind department.

Last January Miss Sadie Lillard, of Kentucky, after com-

pleting a course for oral teaching, was added to our corps, to teach the beginners' class of deaf and give instruction any physical culture training to both deaf and blind.

AIM AND SCOPE OF THE INSTITUTION.

This school was opened in 1885 as the "Institute for the Blind, Deaf and Dumb." According to the statute, it was to be "an asylum for the indigent blind, deaf and dumb." The law further directed the Board of Managers to "provide for the education, care and maintenance at said asylum of all persons residing in the State between the ages of six and twenty-one, who may be blind, deaf or dumb." From these extracts it is plain that, notwithstanding the unfortunate wording of the law and its *asylum* name, the institution was intended as a school for all children too deaf or blind for the school for normal youth. In other words, it was to be, not a charitable, but an educational institution, and was for all the deaf or blind children, whether indigent or well-to-do. However, as the asylum idea was in the statute, and had been the cause of widespread misapprehension on the part of legislators and parents of such children, as well as of the people at large, I felt it my duty, in my last report, to ask that the name be changed. Accordingly, the Legislature of 1903, in passing the act providing for a special Board of Trustees, changed the name to Florida School for Blind, Deaf and Dumb.

Our pupils are now called *students*, and not *inmates*. The misleading, objectionable words, "indigent blind and deaf" and "asylum," have been eliminated, and the institution is simply and strictly a school for the special classes, who require special teachers and special methods of instruction.

In line with similar schools we aim, as far as possible, at full-rounded education. Our students, though handicapped, come to us with bodies, minds and hearts to be trained. The end sought is to make men and women of our boys and girls. As an agent of the State, the school strives to prepare the deaf, or blind, or dumb children for useful citizenship. Our work from first to last is educational. Institution life is so planned, or should be so arranged, as to prepare our students to fill intelligently their places in the State and in the social and business world.

For convenience, our school is divided into three departments—Literary, Industrial or Manual, and Domestic, although strictly speaking it is educational all through.

LITERARY DEPARTMENT.

Under this comes the school-room work, both for deaf and blind. The two classes are so dissimilar that different teachers and different methods are necessary.

In the deaf work we report no radical changes, as to methods. We are still classed as using the Combined System of instruction, adopted very generally in all the State schools. However, during the past two years, there has been an increased effort to pay more attention to speech and lip-reading, and as far as practicable to banish the use of conventional signs from the class-rooms, and use the manual alphabet. Three of our white teachers are oral teachers, but only two find it practicable to use the oral method with their classes. We have also tried to some extent the rotation of pupils, in order that a large number might receive at least some instruction in speech and lip-reading. Under the Combined System there is no objection to any method that promises good results. The only question yet unsettled is, what is the best method for all the deaf, or rather, can any *one* method be adopted for *all* pupils? This battle of methods goes on. Against the proposition that any one method or system is practicable, stand Dr. E. M. Gallaudet, the president of Gallaudet College, and many others, who believe there is a place for all methods, including finger spelling and signs. In favor of the purely oral, are Dr. A. G. Bell, Prof. R. W. Booth, and others, who point with satisfaction to results accomplished at Northampton, Mass., Mt. Airy, Pa., and to the German schools. While admitting the difficulties and good points on both sides of the question, this school still stands with the institutions holding to the Combined System, but is studying the question, ready to adopt any method that seems to promise better results.

Our course of study, so far as we can have one, embraces the studies of the ordinary grammar school, with a few high school branches. Unlike a normal child, when it starts to school, our deaf come to us with no language whatever. Hence our first and prime object is to lay a foundation of language, in order for the student to take up any course of study, and learn from the books.

In our blind department we have a class of children, entirely different, as to the possession of language. They are like normal children, except that they cannot see. They must learn to read by touch, and the tactile sense must be developed and trained. For this purpose we use the old raised line print, but principally the system of New York point print, in which

raised dots take the place of letters. Raised maps, globes and other tangible apparatus are used, but owing to the great cost, we are poorly equipped in this as in other departments. As an illustration of the cost of needed supplies for the blind, a late edition of the Standard Common School Dictionary in New York Point, costs \$50; and a large suitable Globe is quoted at the same price.

All blind pupils have a chance to learn music, instrumental and vocal. We teach music to the blind, for its educational value, training the ear, the hand and mind in habits of attention and skill, but also to enable some to use it as a means of self-support. In this view it becomes a trade and belongs to the

INDUSTRIAL DEPARTMENT.

The law contemplates not only a literary, but an industrial education. As stated in my last report, this is the weakest part of our work, but I feel that we are doing the best we can with the means at command. And the work required here is invaluable to the students.

Strictly we have but one trade, to-wit, printing. During the past period, six deaf boys received instruction. They do all the printing for the Herald, our monthly paper, and do all the job work for the school. The educational value of printing for the deaf is very great. Even if the boy follows some other trade, this instruction improves his language and trains him to habits of attention, exactness, obedience and perseverance.

Other boys learn cane-seating, hammock and net making, piano tuning, shoe-making or mending, basket work, and general work. The girls are taught sewing, dress-making, crocheting, basket-weaving, bead work, and general house work.

DOMESTIC DEPARTMENT.

The importance of this part of our institution is often overlooked. This includes the purchase, the preparation of food, the care and supervision of the children from the time of their arrival to their departure for home. Teachers and supervisors all board in the institution, and the harmony of the whole depends largely upon the efficiency of this department. I am pleased to report that we have no changes of workers in this work. The Superintendent and Matron have finished their fourth year, as has Miss Willie McLane, the Girls' Supervisor, while Miss Rhyne, the Little Boys' Supervisor, is entering her fourth year, and Mr. W. E. Pope his third as Boys' Super-

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visor. Kindness, work and harmony have characterized the past two years in our household. An effort has been continuously made to secure only teachers and officers, who would contribute towards making the institution a happy home for the children.

I bear glad testimony to the self-denying labors of all.

HEALTH.

We have had no sickness to mention. No measles or other disease that often becomes epidemic in town, has entered the school. No one has gone home on account of ill-health. All, without exception, improve in looks, weight and vitality, after drinking our artesian sulphur water, and breathing this pure ocean air. True, some are reported sick after they reach home, which is often the case with students after a season of study.

During the past four years no one in the institution has been so sick as to require us to sit up all night. What more can be said in favor of the ideal location and the careful attention we give to the children committed by anxious parents to our care?

PHYSICAL TRAINING.

Two years ago in my report I called attention to the great need of a special appropriation for a gymnasium, and some provision of regular physical training for the school. We failed to get it. Impressed with the great need, especially for the blind, last January the Board of Trustees, at my request, introduced regular, daily physical exercise. Miss Sadie Lillard, of Kentucky, was added to our staff. She has charge of this work for the whole school. Although we have no gymnasium, the good effects of this daily instruction are already manifest.

IMPROVEMENTS, EQUIPMENTS.

Having no special funds for the purpose, we have drawn on the general fund for maintenance for only such improvements and repairs as seemed absolutely necessary. I note the following: 1. Connection with the City Water Works. We have now the needed flow and pressure, and hope to have less trouble with our sewerage system. As we are out of the city, the school had to pay not only for the work, but for the long pipe connecting us with the Water Works. This made the cost considerable, but in the opinion of the Board, the menace

to the health of the school from an insufficient water flow could be removed only in this way. 2. The Board of Trustees in view of the great constant danger from fire, and the fact that we had had several explosions and fires from lamps, felt that *something must be done*. Consequently a fire hose with attachments was installed throughout the building. 3. Considerable expense had to be incurred in plumbers' bills trying to patch up the old pipes. We have also been compelled to add several sanitary iron bath tubs. 4. The County Commissioners of St. John's county have kindly shelled the street north of the school. As we have practically no grounds for the recreation of the boys, this act is very much appreciated.

GARDEN, COWS AND HORSE.

Our garden space is small, but it is a great help in furnishing vegetables, and enabling us to keep the expenses for this item down to even the present figures. Mr. T. W. Graham, Sr., an experienced gardener and trucker, has charge of the garden, and helps to keep up the current repairs and assist with the blind boys. We have three cows and get daily about six gallons of milk. The horse is of great use, as we are nearly two miles from the station.

THE NEGRO SCHOOL (OR DEPARTMENT.)

This department has been in charge of W. A. Caldwell, an educated deaf negro, and his wife, formerly of the North Carolina School. They have been assisted by Claudia Samuel, both in the teaching and supervision.

The pupils are under separate teachers and although in the same lot are cared for and taught entirely separate from the white students. In the main the work is the same as in the white departments. The boys and girls are taught to work. Two have learned the shoe-maker's trade. Others cane chairs, make hammocks, sew, iron and are taught general work.

It gives me pleasure to report that this department shows marked improvement over the former years.

DISTINGUISHED VISITORS.

We gladly mention the fact that several well-known educators of the deaf or blind visited the school during the biennium. Among them, Dr. E. M. Gallaudet, President of the National College for the Deaf; Prof. F. W. Booth, Editor of

Association Review; Rev. Job Turner, the venerable deaf and dumb clergyman; Supt. N. F. Walker, of the South Carolina School, and Mrs. W. O. Connor and daughter, of the Georgia School. Having met them all at other places, it was a great pleasure to welcome these noble friends of the deaf and blind into our little Florida institution.

ATTENDING GENERAL MEETINGS—VISITING OTHER SCHOOLS.

In the interest of our peculiar work, I have felt it my duty to attend the general meetings and visit older institutions as much as possible. In the summers is a bad time, but I feel that much valuable information and wider views of the work were obtained. In 1902 (July), I attended meetings of the Southern Educational Association at Asheville, and of the American Association of Instructors of the Blind at Raleigh. In July, 1903, I was at the meeting of the Department of Special Education of the National Education Association in Boston. While there I attended a meeting of the Association to Promote the Teaching of Speech to the Deaf. Last July I represented the school at another biennial meeting of the Association of Instructors of the Blind, which met in St. Louis, Mo. This occasion offered an opportunity to study the exhibits from the leading schools at the Fair, and also to witness the actual teaching of classes from all the departments of the schools which took part in keeping up the living exhibit.

STATISTICAL TABLES AND FINANCIAL DATA.

I respectfully refer to the appendix. By omitting all improvements not absolutely essential to the health and work of the school, and by the practice of the strictest economy, we have lived within our resources. All groceries are bought monthly on competitive bids. Other supplies are purchased wherever we can buy to advantage. I submit these tables to the calm, business judgment of the Board and the public.

Under a ruling of the Comptroller, dated July 5, 1904, the balance, \$754.59, unused from former appropriations, July 1, 1903, could not be available for any expenses incurred subsequent to that date.

As similar balances had been brought down to the credit of the school, the Superintendent and Board counted this amount in the resources in making estimates and engaging teachers. Owing to this ruling and the expenditure for connection with the Water Works and the installation of the fire hose and at-

tachments for protection, we may report a small deficit at the close of the scholastic year, ending June 30, 1905. However, we hope not, and have asked a few of our friends to help us.

THE LAST LEGISLATURE AND THE GOVERNOR'S VETO.

The Legislature of 1903 in the General Appropriation Bill allowed this school the total sum of \$———, "to be expended for the use of said school as the trustees of said institution may direct." After the adjournment of the body, His Excellency, Governor W. S. Jennings, discovered that it was unconstitutional to place in this general bill, appropriations for any purpose other than current expenses. Accordingly, in the exercise of his veto power, he struck from the bill two sections, or items in two sections, containing appropriations for this school. The amount remaining for our use for the biennium was \$27,375.00.

While not criticising His Excellency, or questioning the correctness of the law involved, I feel that personally a word from me is right and proper. The amount allowed by the Senate was more than the amount agreed on in the House. All the estimates of our needs were made by me, after careful study of the subject. On invitation I appeared before the Joint Finance Committee of the two Houses and presented estimates, facts and figures and arguments. The investigating committee had unanimously recommended more than what was allowed by the House. I assume all responsibility for the estimates. I feel that, under the circumstances, our claims were worthy and valid. I feel that if the Legislature could visit us, and get rid of the popular idea that this is an asylum, or college, no one would dispute the justness of our claims.

OUTLOOK AND PRESENT NEEDS.

We cannot do the work laid upon us unless the next Legislature will provide the means for enlargement and improvements that are pressing.

ANNUAL PER CAPITA FOR MAINTENANCE AND INSTRUCTION.

Two years ago I urged that the annual appropriation for this general purpose be at the rate of \$200.00 per capita. I estimated that our attendance would be 80. We enrolled 83 last year, and up to this date already we have exactly that

number, and others to come. Counting 85 for the biennium to begin July 1, 1905, (and the number is almost certain to reach 90 or 100 if the conditions are improved), I ask for \$17,000 a year on this per capita basis. To show that this is a modest, reasonable request, I cannot do better than to quote from my last report, as follows:

"We have a small, dual school, having both the deaf and the blind. In all the States, with three or four exceptions, they have two different schools, for these classes. As the methods are altogether different, we require two entirely different sets of teachers. Hence our per capita needs would naturally be greater than in a school for only the deaf or the blind.

"In October, 1900, Superintendent J. H. Johnson gave in his report the result of his examination on this subject. The average attendance at all the schools for the deaf in the United States, for the year 1899-1900, was about 245, and the average per capita cost was about \$250. Acting in the light of that investigation, the Alabama Legislature in January, 1901, allowed her schools for the deaf and the blind, with a reported attendance of 255, a per capita appropriation of \$230.

"The Montana School for Deaf and Blind, for same year, with an attendance of 75, was allowed a per capita of \$300. For the same year, Utah School for Deaf and Blind, with an attendance of 75, received a \$300 per capita. The Northern New York Institution for the Deaf, with an attendance of 78, was allowed a per capita of \$315.

"Since this report it is safe to say that the average cost of all supplies has advanced fully 25 per cent. A personal examination of the reports from twenty-seven schools for the blind shows an average attendance for the year 1901-1902 of 107, and the average per capita cost to be about \$260. Yet, for the next biennium, I ask for a per capita allowance of but \$200. This is \$30 less than Alabama with her 255 pupils, \$100 less than Utah and Montana each with 75 pupils, \$115 less than Northern New York, with attendance of 78. And the per capita asked for is \$50 less than the average of all the schools for the deaf, with an average attendance of 245, and \$60 less than the average cost per capita for all the twenty-seven schools for the blind, with an average attendance of 107. It needs no argument to show that the smaller the school the greater ought to be the per capita cost, with equal efficiency. It should also be remembered that we must depend wholly on the older States for expert teachers and attaches. We must

give equal salaries, in order to command and retain an efficient corps of instructors.

"Another matter explaining the need. We must have very small classes, and hence more teachers than for normal children. The State allows \$200 for a scholarship at the State Normal School or the South Florida Military College. We ask for a per capita here of that amount, as we receive no fees."

NEED OF SPECIAL APPROPRIATIONS.

Besides providing for the annual maintenance and instruction, on a reasonable per capita basis, as outlined above, special appropriations should be made to cover special needs. These should be determined in detail by the Legislative investigating committee, after a personal inspection of the work and whole plant. These special appropriations should cover such items as: Clothing for indigent pupils, transportation of pupils, additions to library and general repairs and contingent fund.

If these wants are not met by special appropriations, they must go unmet, or we must draw upon the annual maintenance and instruction appropriation. All such calls necessitate a reduction in the number or pay of workers and teachers, or a reduction in the allowance for food and other living expenses.

NEEDS OF LARGER GROUNDS, SAFER AND BETTER BUILDINGS AND EQUIPMENTS.

Two more years have but added emphasis, and I quote again from my last report.

"Among the more pressing needs, I mention more land, better and safer buildings and better equipments for our work. In the Literary, Industrial, Physical Training and Music Departments, after eighteen (now nineteen) years, there is a most crying demand for help and enlargement. Among the buildings that should be erected at once, when the State is prosperous, are: 1. A main building, as nearly fire-proof as possible, of such size and arrangement as to provide for administration and teachers' quarters, boys' department, girls' section and school rooms. It should be so arranged as to have the blind and deaf students separated to a large extent, to prevent friction. 2. Either in the main building or in a separate building, there should be a small, but well equipped gymnasium. The blind and deaf children need, first

of all, a sound physical basis. All their powers need to be strengthened and trained. Physical, educational and moral considerations combine to urge this daily, regular exercise for these classes of students. 3. There should be a large plain, Training Department, and properly equipped for all the handicrafts and trades that have been found suited to the deaf or the blind. A competent man or woman should be placed in charge of this department. Aside from the trades, or rather to prepare for them, a regular system of manual training should be introduced. Among these handicrafts or trades taught to the deaf, none are better than printing, carpenter and cabinet work. In spite of machinery, most of the skillful deaf workmen, with a trade, find employment. Painting, stone-work or masonry, book-keeping and mechanical drawing are also taught in some schools. For the blind, music and piano-tuning, chair-caning and basket and hammock-making, mattress and broom-making should be taught. Now, practically, we have no equipment for industrial work. It should be encouraged by liberal appropriations for this purpose. 4. A small hospital, separate from all the buildings may at any time become a necessity. It should be provided. We can not always expect immunity from diseases that become epidemic. 5. Somewhere, not necessarily in a separate building, the Music Department should have the prominence its importance for the blind demands. Shut out of all the occupations requiring sight, music offers to them not only a means of culture and a source of untold pleasure, but often a means of becoming self-supporting and useful. Many blind people become famous as musicians. Others are earning good salaries as teachers and organists. All should have an opportunity to learn music. During the past year two organs were presented and a second-hand one bought. We need at least two more pianos. And next year another teacher should be added to the blind department to assist with the music and literary work. We aim to make this department so good as to bring us into touch with the best conservatories of music and to attract to us every blind or semi-blind child.

HELP NOW.

Why not? Our population is increasing. Immigrants from colder latitudes are bringing blind or deaf children. We have pupils born in Michigan, Pennsylvania, Georgia, Alabama, and Carolina. We have already one Cuban.

And, too, ours is the only school suited to the partially blind or semi-deaf child. Every year I am finding children, who

are doing no good in the public schools, and who will lose what sight they have if they continue. There are some children so deaf that they can not receive any education in the ordinary schools. For all these classes we have this one school. Here, or nowhere, they must be fitted morally and mentally for life. The normal youth have the local schools, county high schools, and for higher and technical education, the seven excellent State schools or colleges. Florida is prosperous. Our values are increasing. This year the assessed property is over \$110,000,000. We have practically no public debt, thanks to the collection of the old Indian War Claim and the economical administration of our finances.

Florida alone has her blind and deaf school in wooden buildings and heated by the ordinary wood heaters and lighted with kerosene lamps. The school rooms are insufficient, poorly lighted for cloudy days. The girls' dormitory and the dining room are badly crowded. Nearly every year a lamp explodes. Nothing but the most agonizing watchfulness of the management and a merciful over-ruling Providence have prevented serious conflagrations. We have the negro school in a building in the same yard. No other Southern State so mixes the races; and Florida does not allow schools for the two races for normal children on the same lot. The good of both races require an entire separation in their social and school life—at any rate in the South.

We have less than five acres of land. On this are crowded all the buildings, the garden, the stock, the white and the negro schools. Is it wise to add more wooden structures, increasing the great danger to the health and lives of the students?

CONCLUSION.

The last Legislature passed an act placing the school under a special Board of Trustees. Governor Jennings appointed the following: Senator W. A. MacWilliams, Senator J. M. N. Peacock, Hon. H. J. Drane, Hon. J. M. Rivers and Mr. J. W. Estes. I am glad to report that all of these gentlemen are proving efficient members, and have already brought the management and faculty and pupils under obligation for their deep interest. The President, W. A. MacWilliams, and the Secretary, J. W. Estes, the resident Trustees, are unceasing in their efforts to help the school.

The railroads continue to allow a two-cents-a-mile rate to pupils. So uniformly kind are all the conductors and other officials that during the past four years no child or piece of

baggage has gone astray. The Florida East Coast Railway Company stops trains at the school to accommodate our students, and shows other favors. The press of Florida generally exchange with the Herald, and are always ready to publish anything about our work.

The citizens of St. Augustine in many ways aid us and show their interest. Mr. H. M. Flagler for three years has remembered us by authorizing his agent to provide a first-class dinner on Thanksgiving, wholly at his expense. Superintendents of similar schools elsewhere continue to help us by giving counsel and show a friendly feeling.

The different members of our faculty and staff have shown fidelity, loyalty and forbearance in the midst of the trying stress of institution life. All these persons I here publicly thank.

As this is my last report to the Department, during your administration, allow me to thank you personally for your confidence and sympathetic help. Whatever success this school and others in Florida have attained, is due largely to your example and encouragement during the twelve years you have been the leader of all our educational forces. May a portion of your spirit of devotion to high ideals, unflinching moral courage and tireless energy rest upon your successor. You will carry into private life the gratitude and esteem of all friends of the deaf and the blind, whose cause you have so nobly advanced.

Respectfully submitted,

WM. B. HARE,

Superintendent Florida School for Blind, Deaf and Dumb.

APPENDIX.

ATTENDANCE.

Whites.

	1902-1903.			1903-1904.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Deaf ...	17	21	38	17	21	38
Blind ...	8	5	13	8	7	15
	—	—	—	—	—	—
	25	26	51	25	28	53

Negroes.

Deaf ...	12	8	20	11	7	18
Blind ...	5	2	7	8	4	12
	—	—	—	—	—	—
	17	10	27	19	11	30

Total attendance in 1902-1903, 78; in 1903-1904, 83.

Average attendance in 1902-1903, 75; in 1903-1904, 79.

Percentage of average attendance of the enrollment in 1902-1903, 96; in 1903-1904, 95.

ATTENDANCE BY COUNTIES.

	1902-1903.	1903-1904.
Alachua	7	7
Baker	1	1
Bradford	2	3
Brevard	1	..
Clay	..	2
Columbia	1	1
Dade	5	4
DeSoto	1	..
Duval	7	6
Escambia	5	6
Gadsden	1	1
Hillsborough	8	11
Holmes	4	2
Jackson	2	2
Jefferson	1	1
Lake	2	3

Lee	..	1
Levy	..	1
Madison	2	1
Marion	8	9
Monroe	2	2
Nassau	1	1
Pasco	2	1
Polk	3	2
Putnam	..	1
Santa Rosa	1	1
St. Johns	2	2
Sumter	..	1
Suwannee	3	3
Taylor	2	2
Volusia	4	4
Washington	..	1
	78	83

FINANCIAL.

Biennium from July 1, 1902, to June 30, 1904.

Receipts and Disbursements.

1902-1903.

Balance from former appropriation		
July 1, 1902	\$1,700 10	
General appropriation of 1901....	12,000 00	
Special appropriation of 1901, for clothing	250 00	
Special appropriation of 1901, for transportation	250 00	
Check to cover an error.....	1 80—	\$14,201 90
Total expenditures for year	13,447 31	
Balance on hand July 1, 1903.....	754 59—	14,201 90

1903-1904.

Balance July 1, 1903, from former appropriation	\$754 59	
Appropriation of 1903 (after veto for the biennium of 1903-04 and 1904-05	27,375 00—	\$28,129 59

Total expenditures for year ending

June 30, 1904	14,118 18	
Balance on hand July 1, 1904	14,011 41—	28,129 59

Deduct.—According to a ruling of Hon. A. C. Croom, Comptroller, under date of July 5, 1904, "the balance July 1, 1903, from former appropriation," \$754.59, was not brought down and could not be used for expenses of the school incurred subsequent to that date. Hence must be deducted from the above..

754 59

 \$13,256 82
Expenditures for Separate Items.

	Biennium for years 1902-1903 and 1903-1904.	
Groceries	\$2,214 42	\$2,181 09
Meat and fish	854 94	781 93
Provender for cows, horse and poultry	297 02	306 28
Fuel—wood and coal	430 00	573 90
Lights—lamps and oil	102 54	124 88
Laundry supplies	117 45	120 26
Medicine and medical attention.	189 75	243 47
Clothing and shoes	247 75	259 34
Books, maps, charts, stationery and postage	238 13	199 48
Crockery—dining-room and kit- chen supplies	53 59	27 23
Furniture and bedding—beds, desks, stoves, etc.	375 48	317 76
Freight and express	53 75	16 68
Supplies for shops and industries	32 10	92 44
Supplies for printing office	86 82	57 33
Transportation of pupils	472 30	531 30
Same—hack hire .....	.....	19 00
Traveling expenses of Superin- tendent .....	.....	49 00
Traveling expenses of Board of		

Trustees		118 55
Miscellaneous — not otherwise classified	360 58	232 77
Total all supplies and transporta- tion	\$6,126 62	\$6,252 69
Repairs and improvements, fire protection, plumbing, bath tubs, etc.	978 12	1,237 99
Total, supplies, improvements and transportation	7,104 74	7,490 63
Salaries and wages (pay-rolls and hire)	6,342 57	6,627 50
Total expenditures	\$13,447 31	\$14,118 13

N. B.—The item "Miscellaneous, not otherwise classified," embraces water rent, rent of house for help, rent of telephone, horseshoeing, and other expenses not otherwise classified.

Receipted vouchers, properly numbered, are filed with the Comptroller monthly, and are also kept on file at the school.

SUPPLEMENTARY FINANCIAL.

Monies collected from various sources and expended or deposited in the First National Bank, for benefit of the School, during the biennium ending June 30, 1904. (Not a part of the appropriations from the State.)

Collections for the Year Ending June 30, 1903.

From parents for clothes bought...	\$4 00	
Shoe-shop, from repairs paid by pu- pils	5 50	
Printing office, subscriptions	13 70	
Sale of hogs raised, difference be- tween purchase	17 00	
Refund on tickets for pupils	5 50—	\$45 70
Expended in petty cash expenses ..		3 05
Balance in First National Bank, St. Augustine		\$42 65

Collections for the Year Ending June 30, 1904.

From parents on clothing purchased	80	
Refund on tickets for pupils.....	35	70
Shoe-shops	5	70
Printing office	79	88
Sale of hogs	30	00
Work of Blind Department, sale of hammocks and chairs caned	49	97
Sale of milk and butter not used ..	6	00
Other sources	1	80
Garden, sale of vegetables	17	35
Sub-rent of house for negro help ..	15	00
	238	20
Expended for various expenses, see cash book, check book and ap- proved vouchers on file and ap- proved by Board July 5, 1904 ...	146	54—
July 1, 1904, balance in First Na- tional Bank, St. Augustine		\$134 31

COST PER PUPIL.

	Years	1902-3.	1903-4.
Provisions—cost per year	\$44	88	\$41 39
“ cost per month	5	61	5 17
“ cost per day	18		17
“ cost per meal	06		.05 2-3
Medicine and medical attention for year	2	25	3 08
Laundry supplies for year	1	56	1 52
Clothes and shoes for year.....	3	17	3 28
Transportation for year.....	6	05	6 40
Fuel for year	5	73	5 52
Fuel for month		72	69
Lights, lamps and oil, cost for year..	1	37	1 58
Lights, lamps and oil, cost for month.		17	19
Books, stationery, postage cost for yr.	3	17	2 51
Books, stationery, postage, cost for mo.		40	31
Miscellaneous, cost for year	4	80	3 06

16 S.

Miscellaneous, cost for month	60	38
All supplies, cost for year	75 62	75 12
All supplies, cost per month	9 45	9 39
Per capita cost for maintenance and instruction (not buildings and im- provements), per year	\$166 25	\$163 03

TRUSTEE'S REPORT.

To Hon. W. N. Sheats, State Superintendent and ex-Officio Secretary State Board of Education.

Sir:—In behalf of the Board of Trustees of Florida School for Blind, Deaf and Dumb, we submit herewith our first annual report for the year ending June 30, 1904.

In pursuance of an act of the Legislature of 1903, His Excellency, Governor Jennings, appointed the undersigned, together with Hon. J. M. N. Peacock, Hon. H. J. Drane and Hon. J. M. Rivers, the Special Board of Trustees for the institution. Our appointment having been duly confirmed by the Senate, we met and organized July 5, 1904, by electing W. A. MacWilliams President, and J. W. Estes Secretary.

For full information in detail as to the work of the school and the health of the students, as well as the resources and expenditures and needs for the future, you are respectfully referred to the accompanying biennial report of the Superintendent, which covers our first year. From this you can see that the institution continues to grow in numbers and usefulness, and that the health of the pupils has been excellent.

For reasons set forth in the report, no extensive improvements have been attempted or accomplished. Although generally it is bad policy to draw upon the annual appropriation for maintenance and support for other purposes, the Board feels that the absolute safety and health of the institution justified our expenditures. We refer to the money spent to connect the closets all through the buildings with the City Water Works, and to install an outfit of fire hose with attachments, and to do other needed repairs.

We have held five meetings since our appointment. We have studied to do the best possible for the deaf and the blind children according to law and consistent with the means at our disposal. Besides the meetings of the whole Board, the President and Secretary have kept in close touch with the Superintendent, and made frequent visits to the school, observing the

work and the general conditions. The monthly bills are closely scanned, and the expenditures in all departments carefully noted. Written statements showing the expenses, cost per pupil, and status of the appropriation, are mailed every month to the different members of the Board.

In behalf of the Board, we ask the State Board of Education to carefully consider the conditions as described in the report of the Superintendent, and read his recommendations, and give heed to his arguments for a better provision for these unfortunate children. We are on the ground, and we earnestly ask your Board to second our efforts. The cause of this special class, educationally, is committed to this one school.

As we see the matter, no other public interest has greater or prior claims. The institution has only five acres of ground, or less, uses kerosene lamps in wooden buildings, which is extra dangerous for deaf or blind children. We urge the State Board to help us. A larger annual support should also be provided. The industrial department especially needs enlarging and strengthening.

The schools for the two races should no longer be allowed on the same lot. The complete separation of the two departments is best for both.

The Board of Trustees hope to be in a position by the time of the next Legislature to make more definite recommendations as to the purchase of more land, and the cost of the needed equipments recommended.

We commend the work of the Superintendent and his corps of teachers and helpers. Good order prevails. The school has earned the good place it holds in the mind of the local and general public. So far as the Board is informed, the patrons are pleased and satisfied with the management.

In conclusion, we invite your Honorable Body to visit the school, and see for yourselves what is actually being done in this department of special education. As a Board, we express the conviction that no honest, intelligent citizen of Florida can mingle with these children and teachers, without becoming intensely interested. This work is so different, so absolutely necessary, that there can be no comparison with educational work for normal children.

Thanking you for what you have done for this school, during your administration, we are,

Very respectfully yours,

W. A. MACWILLIAMS, President.

J. W. ESTES, Secretary.

CHAPTER VII.

STATE AID GRADED AND HIGH SCHOOLS.

Hon. Albert J. Russell, my distinguished predecessor, in his last report from the Educational Department, in 1892, recommended the establishment of High Schools, and answered some objections to them which he styled demagoguery.

In every report of the Department from that date to 1902, the State Superintendent has recommended to the several Legislatures the passage of a bill making at least one High School mandatory in each county, with a term of eight or nine months. This connecting link between the common public schools and the State schools for higher education seemed imperative for the completion of the system. The opinion seemed to prevail with many Legislators that an undue proportion of the school funds was already expended upon the schools of the more populous centers in the towns and cities, to the detriment of the country schools, and that this was only another scheme to give still greater amounts to such schools. The enactment was long delayed and really seemed impossible. The State schools were suffering from the want of feeders, and the common schools from the want of a supply of teachers with High School training. There was in reality no foundation for the impression that the establishment of High Schools was detrimental to the common schools, but was in effect an appeal to prejudice. It has been found that the general public and all the common school patrons share in the benefits of a good High School, the citizens of any part of a county in having a High School easy of access to all eligible children, and the common school patrons in being able to secure with more certainty and ease capable teachers for the county schools.

Something needed to be done to overcome this suicidal "country versus town" prejudice. In discussing this question with my capable Clerk and Assistant, Prof. H. E. Bennett, the suggestion was made that it was worth the attempt to try the plan in operation in some other States of encouraging the establishment of both rural Graded and High Schools by proffering aid, through a State appropriation for that specific

purpose, to all schools that would acquire a certain standard of equipment and sustain a prescribed course of study.

He advocated and prepared such a bill, carrying with it an appropriation of \$50,000 a year and a provision for creating a standard course of study. This bill was prepared and ready in the State Department before the Legislature of 1903 convened.

The necessity for a High School in each county was argued on page 424 of the printed report of the Department to the Legislature. Again on page 447 of that report special endorsement was made of granting State aid to such schools and of prescribing a standard course of study for them. It was also suggested on page 460 of the same report that \$200,000 of the Indian War Claim Fund be set apart as a Loan Fund to encourage the establishment of such schools.

The endorsement of Hon. Wm. A. Blount, Senator of Escambia county, was secured; he introduced the bill and is due the credit for its passage with but slight amendments to the original bill.

The original bill provided for a State High School Inspector at a salary of \$1,500 and necessary traveling expenses. This was a wise economic provision in the bill, but jeopardized its passage under the penny-wise and pound-foolish policy, hence was eliminated during its passage, and the labor of inspecting was assigned to the State Superintendent, an officer with more duties than he could well discharge. After trial, it was demonstrated that the State Superintendent could not find the time to visit and properly inspect all of these schools and perform the other duties placed upon him by law.

The law, Chapter 5206, in Section 8, provided for the appointment by the State Superintendent of a committee, who with himself was to prepare a standard course of study for High School grades. The committee after meeting and discussing the question, decided that it was necessary and that the right was clearly implied in Section 11 of that Act to prepare also a course of study for the common public schools that the courses of the two grades of schools might be properly correlated. This was done, the common school course under the law being only advisory. But it has been generally accepted and adopted by the County School Boards.

A committee of ten, besides the State Superintendent, who by the law was made a member of said committee, was appointed in July, 1903, in compliance with the provisions of

the Act; three being presidents of State Institutions for higher education, three principals of High Schools, two County Superintendents to represent more particularly rural country schools, one professional primary teacher to represent that grade of work, and one to represent city graded school work. The following are the names of the committee and the amounts paid each as necessary expenses incurred in traveling and for board while performing the service:

Dr. T. H. Taliaferro, President Florida University..	\$17 00
Prof. A. A. Murphree, President State College	0 00
Prof. H. E. Bennett, Principal State Normal School.	0 00
Prof. Jos. E. Guisinger, Prin. St. Petersburg School.	41 00
Prof. Tom. F. McBeath, Prin. Jacksonville Grammar School	35 10
Prof. A. A. Simpson, Prin. Osceola High School	35 90
Miss Maud Schwalmeyer, Primary, Summerlin Inst.	41 65
Miss Mary S. Johnston, Prin. (formerly) Tampa Graded School	34 60
S. Philips, Superintendent Levy County	22 40
W. M. Holloway, Superintendent Alachua County..	21 45
Wm. N. Sheats, State Superintendent (<i>ex-officio</i>)..	0 00
Total cost of committee	\$249 10

Murphree, Bennett and Sheats were paid nothing because residing at the State Capital.

This committee met in the Hall of the House of Representatives on July 28th, and organized by electing Wm. N. Sheats, State Superintendent, as chairman, and was divided into sub-committees as recorded in the printed course of study. The work was completed after a session of four days, on July 31st.

As provided in the law, the course of study, including the advisory course for the common schools, was printed as speedily as possible in pamphlet form (3,000 copies) and distributed by the State Superintendent as required in Section 8 of the Act.

In compliance with Section 12 of the Act, the State Board of Education adopted, on August 4, 1903, the following regulations prescribing the form of application and the necessary conditions under which State Aid might be awarded. These regulations are printed in the pamphlet with the Standard Course of Study, as follows:

APPENDIX C.

REGULATIONS OF THE STATE BOARD OF EDUCATION.

Regarding High Schools and Rural Graded Schools Receiving Aid Under Provisions of Chapter 5206.

Regulation 1. The foregoing official Course of Study is approved and will be required of all schools receiving State aid.

Regulation 2. To be recognized as High Schools within the intent of this act, the Board will require—

(a) That the teachers employed to give instruction therein shall be competent to teach the subjects required by the official Course of Study, and no school will be granted aid unless such teachers are provided. While it is not now practicable to require all such teachers to hold State Certificates, it is recommended that preference always be given by Boards to the holders of such certificates.

(b) A Junior High School must have at least five pupils in the two grades. A Senior High School must have at least three or more pupils in one or both Senior High School grades, in addition to the five or more in the Junior High School grades.

(c) High Schools must be under the control of the County Board, but this does not exclude the advisory control accorded by law to Special Tax District Trustees.

(d) The High School Principal may also be Principal of an elementary school, where the two are combined into one, consisting of ten or twelve grades, but otherwise the schools must be independently organized, i. e., the High School grades may not be absorbed into any private, sectarian or State institution. Pupils enrolled in any private, sectarian or State educational institution must not be counted in a High School for purposes of securing State aid.

Regulation 3. Rural Graded Schools must be three or more miles from any town or city of more than 500 inhabitants, but may be located within, or as near as may be desired, any town of less than 500 inhabitants.

Regulation 4. In determining the population the Board will ordinarily consider the latest official census of permanent citizens. The Board reserves the right to consider the school district as constituting the town in the intent of the law.

Regulation 5. The Board construes the legal requirement for "two or more qualified teachers" as follows:

(a) There must be two or more teachers separately elected, contracted with and paid by the County Board.

(b) Each teacher must be legally licensed according to the certification laws.

(c) The Principal of a graded school must hold a First Grade or State or Life Certificate. Aged Teachers' Certificates shall not be legal, except for primary or intermediate grades.

Regulation 6. Aid will not be granted any school until the County Board shall have appropriated for such school an amount which will, with the State aid applied for, maintain the school for eight months or longer.

If the State shall, upon investigation, decline to grant aid to any school, it will not be required of the County Board to maintain such school for the full term originally provided for.

Regulation 7. The Board reserves the right to reject, without investigation, any application for State aid, if the requirements of the Board, as to form of application, are not complied with. Questions must be answered directly and without equivocation, and all information required must be given. Any evasion will be considered as an admission that satisfactory answer can not be given, and the Board will presume that it is not just to other schools of the State to require investigation of those schools not making satisfactory application.

Regulation 8. Application should be made as early as practicable and can not be received after January 1st.

Regulation 9. Section 13 of this Act is construed to prohibit schools receiving aid twice by dividing into parts, changing of name or other subterfuge; that is, no school can receive aid both as a Rural Graded School and as a High School.

The Board, however, recommends the establishment of High School grades in connection with Rural Schools wherever the population of the district or the possibilities of transporting pupils make such action practicable. Such schools may receive aid as High Schools, but not as both.

Regulation 10. The State Board and the State Superintendent reserve the right to make any investigation and in any manner they may deem necessary.

On January 18, 1904, the State Board of Education adopted the following as additional regulations, which were recorded as part of the minutes of June 11, 1904:

Regulation 11. State aid will be granted no school making an average attendance of less than 50 pupils.

Regulation 12. Aid will be granted no school unless the building in which the school is taught is owned by school authorities in *fee simple* and contains at least two good recitation rooms.

Regulation 13. Aid will be granted no school after July 1, 1904, unless every teacher therein holds a legal and unexpired certificate issued in Florida; that of the principal of a High School must be of such grade as to show that he himself is qualified to teach any subject in the Standard Course of Study; that of the principal of a Rural Graded School shall be at least a First Grade Certificate.

Regulation 14. The aid granted to any school shall be applied exclusively to that school by the County Board of Public Instruction.

Ordered, That the State Superintendent be required to visit as many as possible of the 144 schools now applying for State aid and see if the conditions set forth in their applications, as presented to this Board this date in tabulated sheet, do exist.

When his report is submitted, that aid be granted to such as comply with the conditions expressed in the law and the regulations prescribed above.

On June 11th, the State Superintendent reported that he had been able to inspect only about 100 of the 144 schools tentatively granted aid on January 18, 1904, and recommended that changes be made in the amounts asked for by but four of these schools. The recommendation was adopted, and aid was granted to 121 of the 144 schools, provided the provisions in the above regulations are complied with on receipt of certificates from the County Superintendents showing the condition of each school to its closing.

Ordered, 1st, That the State Superintendent be directed to send out blanks immediately and have the County Superintendents to file certificates showing the number of days each school was in actual operation, the number of pupils enrolled, and the average daily attendance of pupils for the term.

Ordered, 2d, That he be directed to file requisitions, signed by the Governor, with the Comptroller for the amount due each school, as rapidly as these certificates are received and

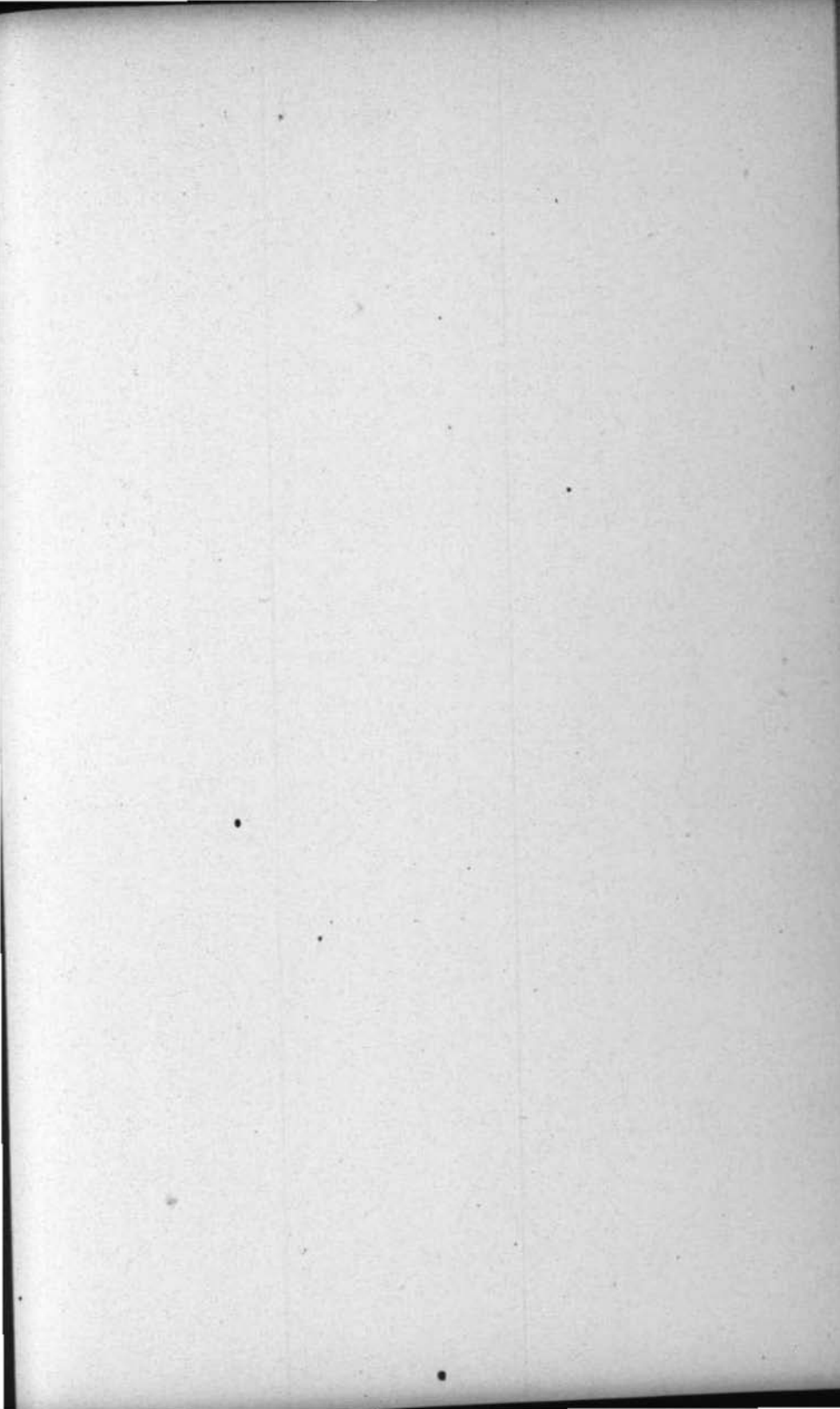
show that the school has fully complied with all the requirements of the law and the regulations of this Board.

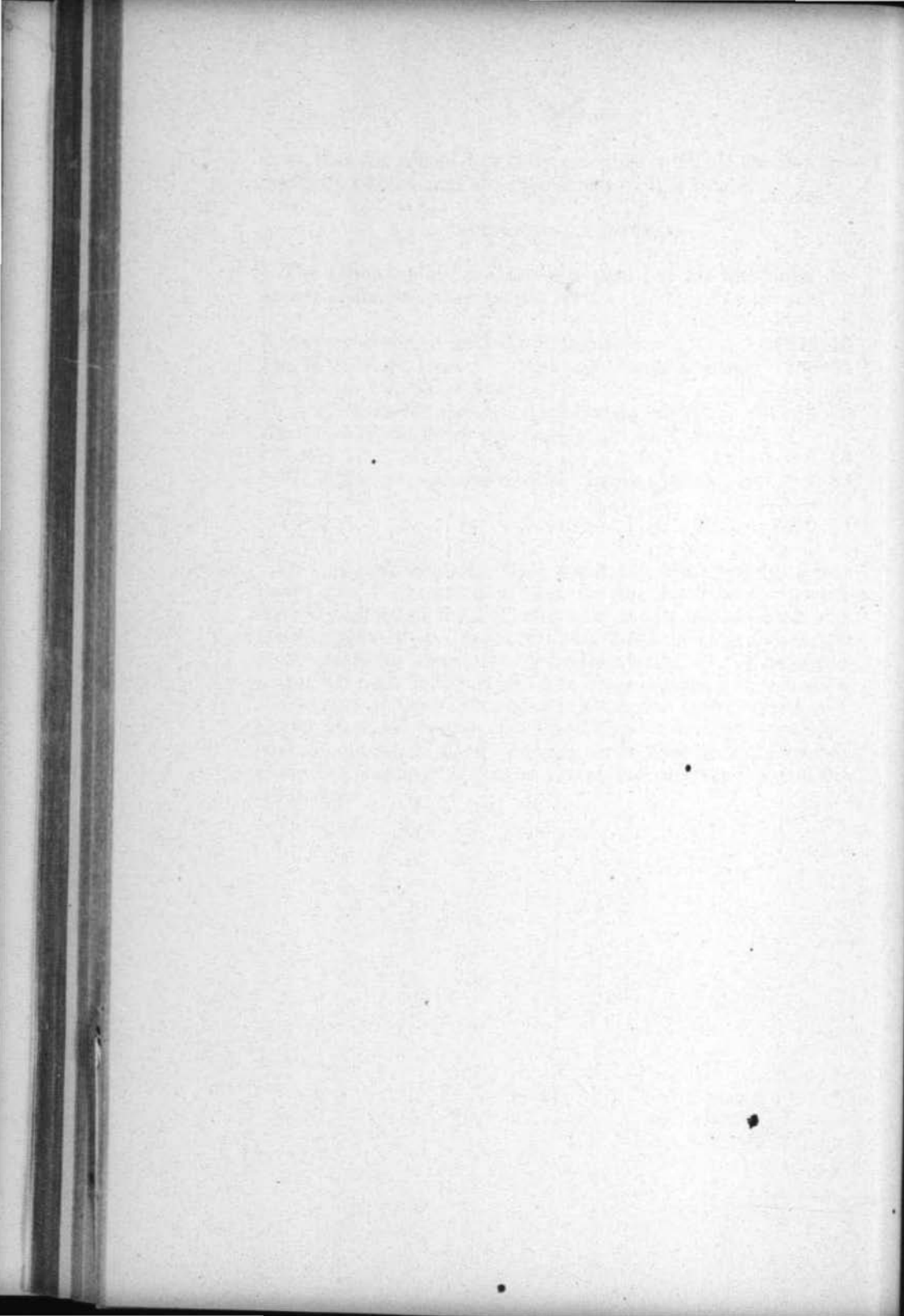
INCIDENTAL EXPENSES.

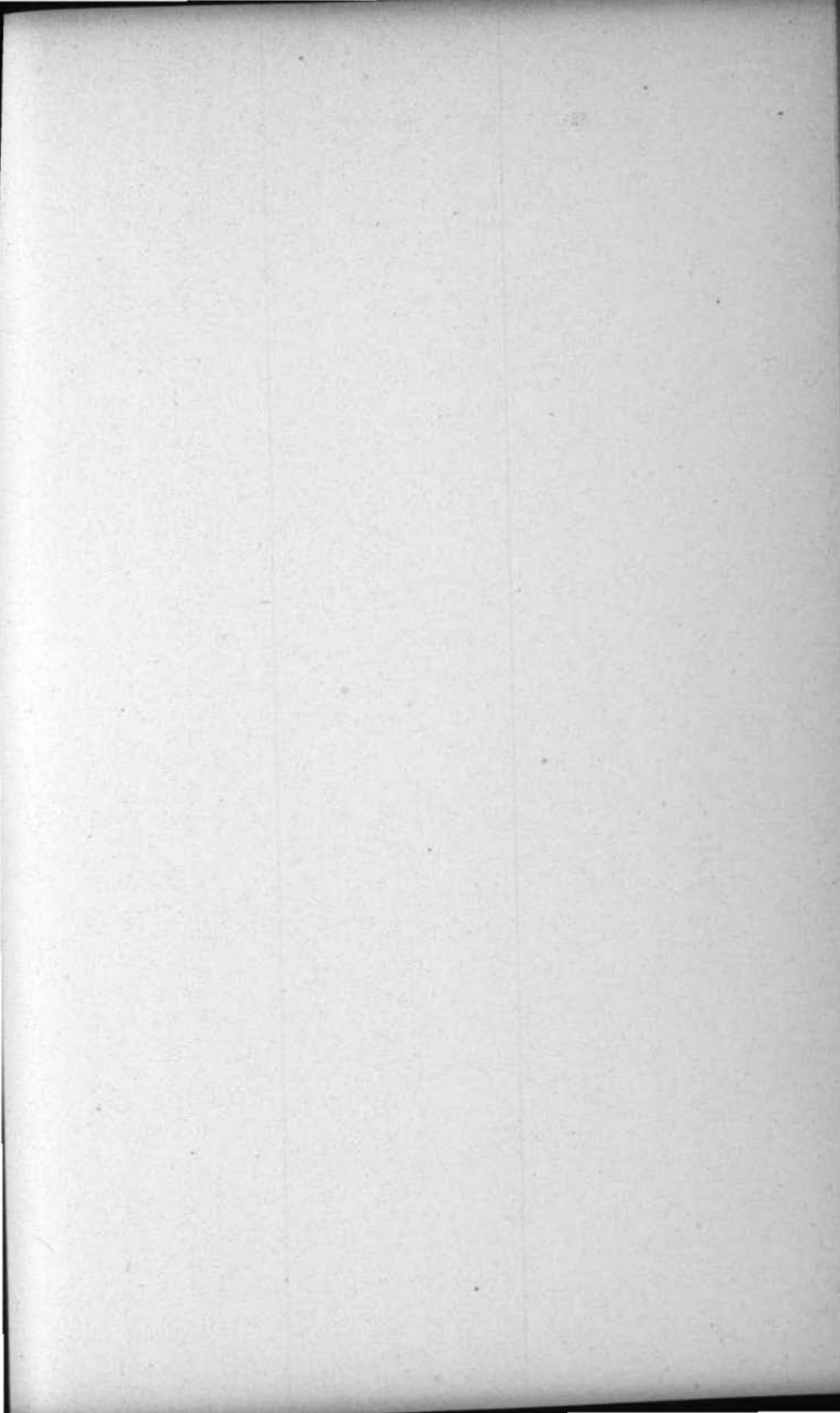
The following are the amounts paid out for incidental expenses in the execution of the law:

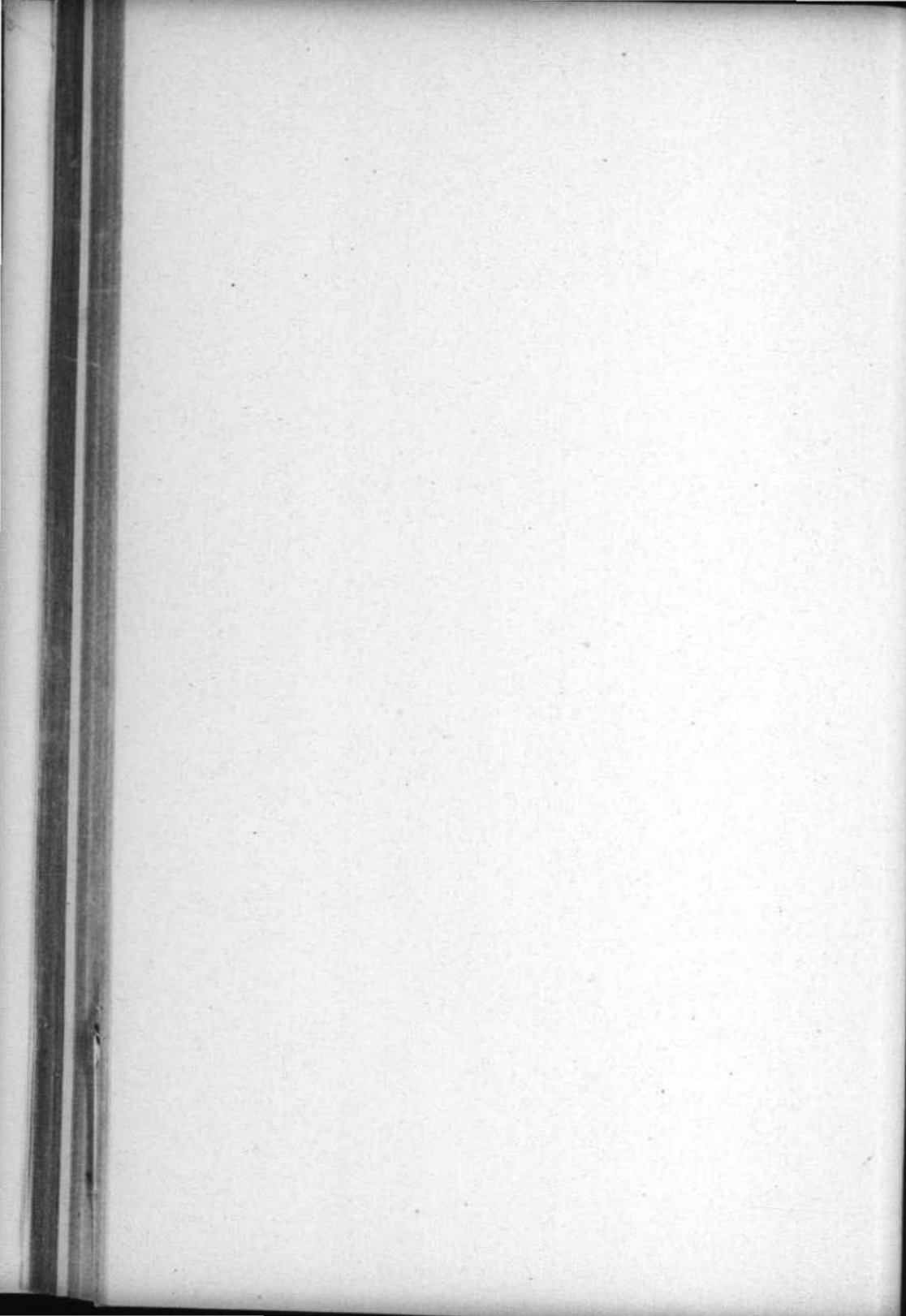
Necessary expenses paid the Committee	\$249 10
The H. & W. B. Drew Co., Printing Course of Study	130 95
Freight on Course of Study	50
Tom. F. McBeath, expense in preparing copy.....	12 99
The H. & W. B. Drew Co., engravings for Course of Study ..	8 75
J. W. Wideman, assistance in tabulating applications	7 85
Total	<u>\$410 14</u>

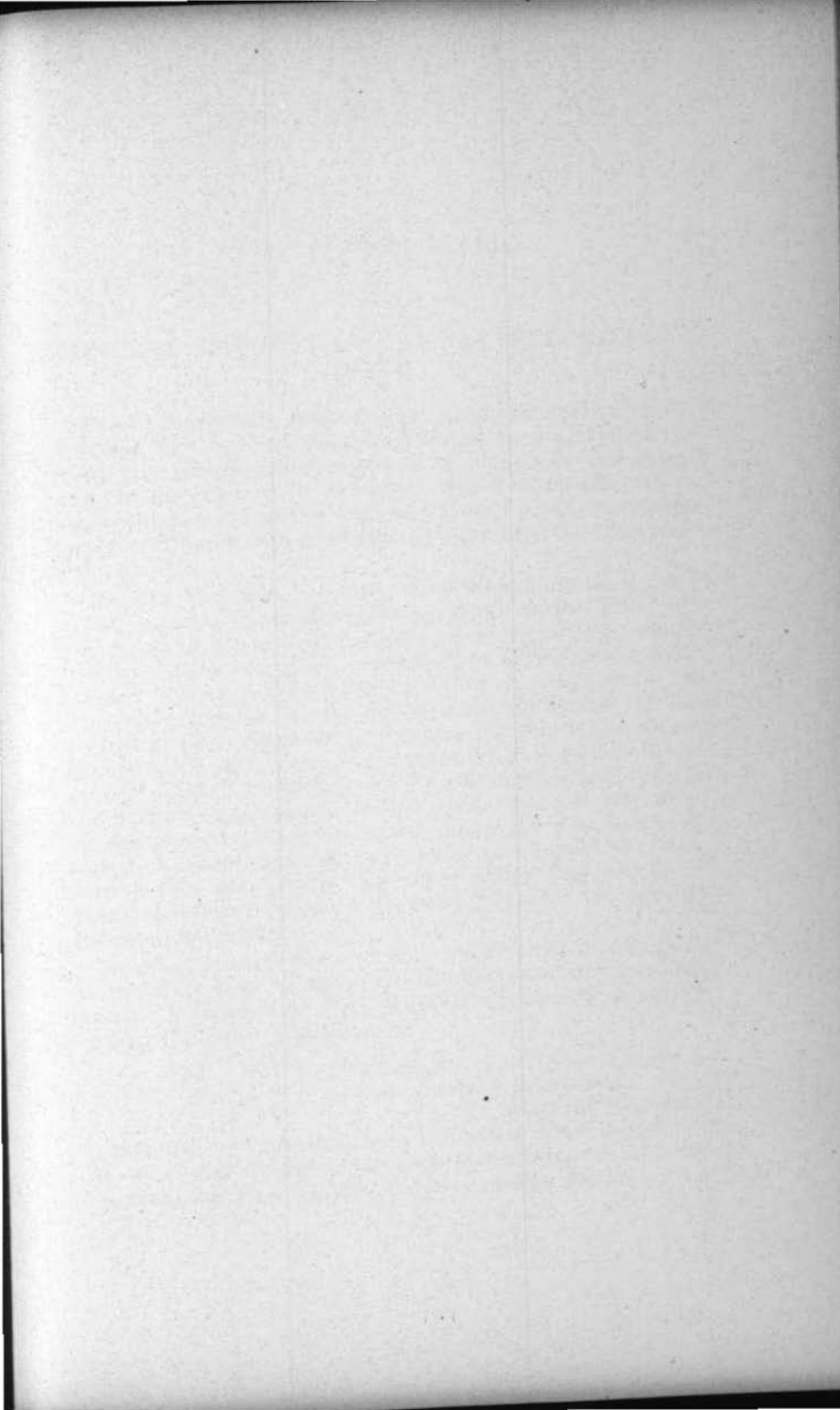
On June 30, 1904, the State Superintendent reported to the Board that the certificates from the County Superintendents showed that 20 of the 121 schools to which aid had been tentatively granted on June 11th, had failed to make an average of 50 pupils in compliance with Regulation 11. Whereupon it was ordered, That, on account of prevalence of measles in the schools of the State and this being the introductory year of the State aid system, the State Superintendent be authorized to send aid to all schools making an average daily attendance of 40 pupils, if otherwise complying with the law and the regulations.

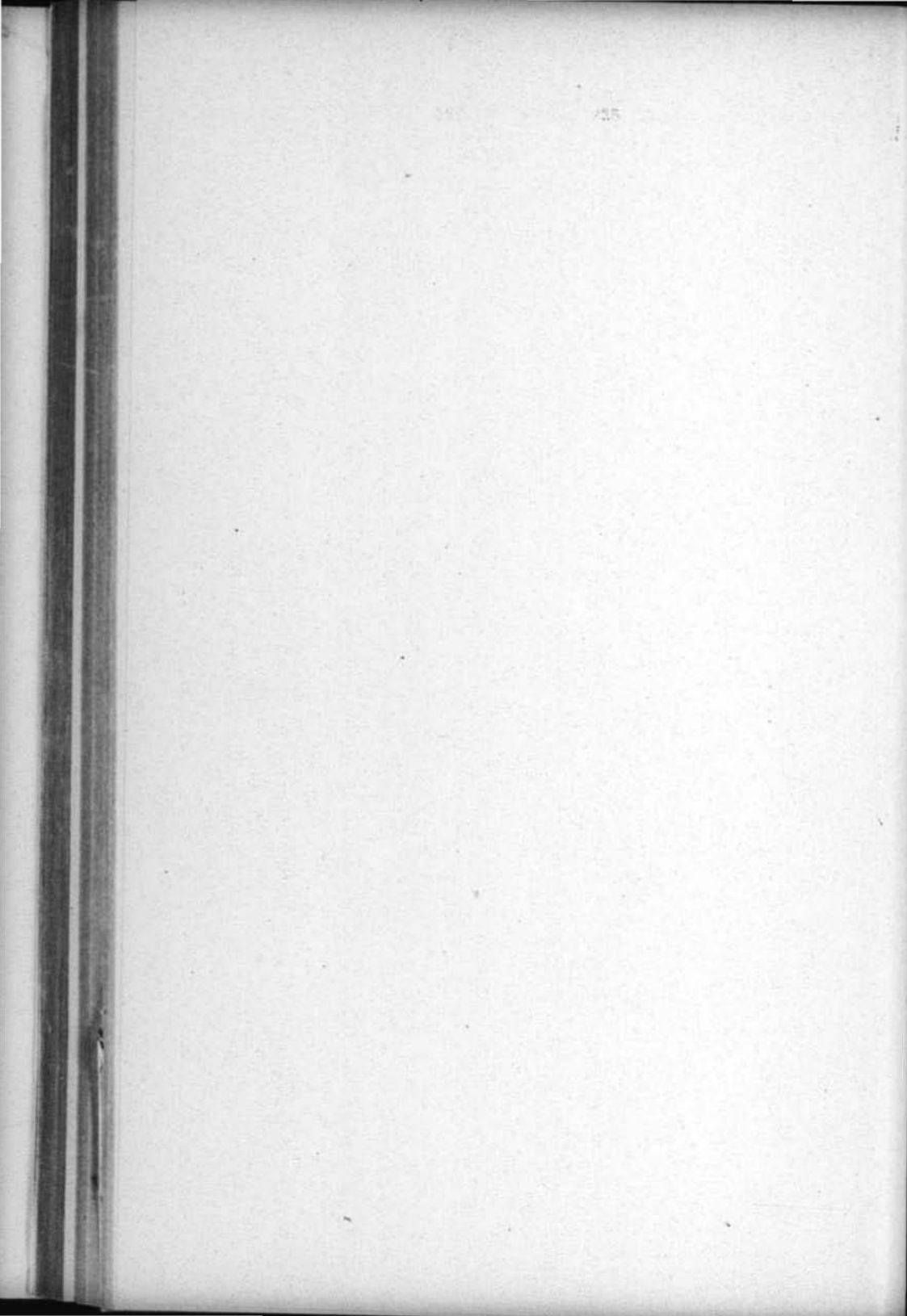












CHAPTER VIII.

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

These reports have proven to be one of the most valuable features in the State Superintendents Bi-ennial Report. They give general information as to conditions and progress in education in the several counties along important lines which could not be obtained from the statistical reports of County Superintendents tabulated in Chapters III and IV.

Besides, They give to county superintendents the opportunity to make recommendations, as well as the State Superintendent of needful changes and reforms in the school system. They represent every section of the State and, while it might not be wise to follow the suggestion of any one or two of them, the general consensus of the opinions of any considerable number of them is the safest expert opinion that the Legislature could obtain and follow in seeking to better educational conditions. While their reports and suggestions are generally brief, still they touch upon vital questions and indicate the wise course to pursue without lengthy arguments in support of their views—they speak from experience which they are daily gathering from contact with every phase of the schools in actual operation.

No effort is made to coach their opinions on any subject, or to obtain them in support of the theory of any one else, as may be seen from the following circular letter which caused the reports to be made.

Tallahassee, Fla., Nov. 1, 1904.
Educational Department,
State of Florida.

Dear Sir:—I am making a strenuous effort to get out the Bi-ennial Report of school operations for the two years ending June 30, 1904, before vacating the office.

17 S.

The general reports of County Superintendents have proven to be one of the most valuable features of the State Report. It is desirable that they be continued.

Doubtless you will gladly accept the opportunity of thus preserving a succinct general statement of present educational conditions in your county, of stating what has been accomplished during the past biennium, and of placing yourself on record in suggesting such changes as your experience and wisdom may dictate.

The limited time in which the report must be gotten out will prevent me editing your copy, rendering it advisable that your matter be typewritten, if possible, sub-headed, and written exactly as you desire it to appear in the State Report.

It is hoped that this privilege of advertising your work and county will not tempt you to over-coloring or under-coloring the absolute facts, as the object of such a report is to truthfully record realities.

Please let this report reach me not later than November 15th, as circumstances will prevent my waiting beyond that time for anything.

It is suggested that you comment briefly on the following topics, in the order named, and such other matters as you desire to report, or discuss, treating of each under a sub-head:

I. BUILDINGS.—State the number and character of those erected or repaired during the past two years with total cost of the same.

II. HIGH SCHOOLS.—Number before State Aid was offered; number now in operation; attendance; grades maintained; their general effect upon your county system, and the advisability of continuing the State Appropriation for their maintenance.

III. STATE UNIFORMITY OF TEXT-BOOKS.—Is there a demand for it? Do you favor the system; if so, why? If not, why not?

IV. FREE TEXT-BOOKS.—Is it advisable that books should be furnished all of the pupils free of cost out of County School Funds? If not, why not?

V. COMPULSORY EDUCATION.—Is such a law needed? What per cent. of your people favor such a law? What limitations would you suggest in it?

VI. CONCENTRATION OF SCHOOLS and TRANSPORTATION OF PUPILS.—What has been done in this direction? State the results of your experience, and your own opinion and those of your people for or against the system.

VII. MODE OF EXAMINATION.—Is a change desirable? If so, what do you recommend? How can examinations be made less burdensome and better tests of teaching ability?

IX. GRADING COMMITTEES.—Does the present system give satisfaction and tend to the production of better teachers? If you dislike the present system what would you recommend and why?

X. SPECIAL TAX SCHOOLS.—Number now in operation; number established during the past two years; total amount of funds expended from the Special tax. Why are there not more of them in your county? State their effect upon the educational status of your county. Is there indication of their continuance, or that their number will increase?

XI. FINANCIAL.—Is your School Board in debt? If so, to what amount, and for what purpose? How does your present financial condition compare with that of two years ago? Are your teachers paid in cash monthly; if not, what is the rate of discounts on your warrants?

XII. SCHOOL TERM.—State the average length of school term in your county; the longest and shortest terms for both races. Is there a good demand for longer terms, and what are the prospects for having them?

CUTS OF SCHOOL BUILDINGS.

If you will furnish, by December first, cuts 4 by 6 inches of important school buildings erected or remodeled during the past two years, with a brief description of the building, cost, source of the money by which it was built, and any other interesting facts appertaining, space will be cheerfully give them in the State Report. Please notify me if you will furnish any?

Permit me to insist that you give this matter your immediate attention, as copy of your report must be delivered to the printer by November 15th.

Yours truly,

Wm. N. SHEATS,
State Superintendent Public Instruction.

ALACHUA COUNTY.

(The circular letter was mailed to the Superintendent of this county, but no report was filed.)

(EXPLANATION.)

Under the impression that a report of the operations of the East Florida Seminary was required of me by law, I did promise to make such a report (one is printed elsewhere); but later I discovered the following:

SECTION 812—REVISED STATUTES.

"312. Visitors.—At least once in each year each seminary shall be visited by three suitable persons—not members of the board or seminary—to be appointed by the Board, who shall examine thoroughly into the affairs of the seminary, and report to the State superintendent of public instruction their views with regard to its condition, success and usefulness, and any other matters they may judge expedient. Such visitors shall be appointed annually."

JERE. M. POUND, Supt.

Hon. W. N. Sheats, State Supt. of Instruction, Tallahassee, Fla.

My Dear Sir:—I submit herewith report of the East Florida Seminary, Gainesville, Fla., for the annual session ending May 24, 1903; and for the annual session ending May 25, 1904:

ATTENDANCE.—SESSIONS 1902-'03.

Total enrollment	256
Cadets	136
Young Ladies	120
From	
Alachua County	127
Other Counties of Florida	102
Other States	27
Alachua County	127
Marion	11

Bradford County	10
Levy County	10
Citrus County.....	8
Sumter County	8
Putnam County	6
Duval County	6
Hillsborough County	6
Hamilton County	4
Orange County	4
Lake County	4
Columbia County	4
Nassau County	3
Volusia County	3
Suwannee County	3
St. Johns County	2
Monroe County.....	2
Hernando County	2
Clay County	2
Gadsden County	1
Dade County	1
Leon County	1
Madison County	1

 229

OTHER STATES.

Georgia	15
South Carolina	3
Cuba	3
Porto Rico	1
Colorado	1
Indiana	1
Tennessee	1
New York	1

 256

SESSION 1903-'04.

From

Alachua County	134
Other Counties of Florida.....	99
Other States	22
Alachua County	134

Marion County	14
Duval County	10
Hillsborough County	8
Sumter County	7
Bradford County	7
Orange County	6
Levy County	6
Suwannee County	5
Putnam County	4
Brevard County	4
Citrus County	4
Hamilton County	3
Lake County	3
Manatee County	3
Monroe County	3
Nassau County	2
Dade County	2
Columbia County	2
Osceola County	1
Walton County	1
Washington County	1
Hernando County	1
Volusia County	1
DeSoto County	1
	233

OTHER STATES.

Georgia	10
Indiana	3
Tennessee	2
New York	2
Colorado	1
Pennsylvania	1
North Carolina	1
Cuba	1
Porto Rico	1
	22

FINANCIAL STATEMENT.—SESSION 1902-'03.

Receipts	\$15,971.75	
Expenses		
Salaries	\$7,565.69	
Furniture and Repairs..	1,121.39	
Gas	117.45	
Printing and Stationery	261.63	
Insurance	87.50	
Dormitory Grounds and Buildings	6,010.48	
Piano	160.00	
Commission County Treas.	75.00	
General Board Expenses.	1,253.93	15,653.07
Balance		318.68

SESSION 1903-'04.

Amount forwarded from 1902-'03.	318.68	
Receipts	16,712.94	
		17,031.62

Expenses		
Salaries	9,165.00	
Furniture and Repairs..	2,473.77	
		17,031.62
Gas and Electric Lights	823.89	
Printing and Stationery	498.37	
Commission County Treas- ury.	50.00	
Trustees Expenses attend- ing Board meeting....	93.60	
Checks to Com. A. C. C.		
to bal.	2,478.14	15,583.77
Balance		1448.85

We are a little more than half through the session, which will end on May 21, 1905. In spite of the fact that we have been more than usually cautious and rigid in our entrance requirements, the enrollment of the school already equals that of any previous year in its history, and

our Normal term is all before us, which will probably enable us to break decisively all previous records; and the student body is fairly mature; is earnest, enthusiastic, and, on the whole, is doing exceptionally good work.

Thirteen instructors have constant work in the Seminary, and others have occasional engagements.

We have added this year very greatly to our equipment in the department of Physics and Chemistry, and are now as well prepared to do real college work in those two sciences as we could wish to be. The chief draw-back in these departments, as in all the departments of our school, is a lack of room, and of room adapted to the work that must needs be done. If the attendance increases next year as it has done this, and as we very hopefully expect it will, we shall be compelled by some means or other to procure other buildings. The school is as full now, and has been all the year, as it ought to be with our present accommodations. It would be folly to ask for more students than we have, unless we could take better care of them than we are prepared to do. We need new and larger barracks; we need more recitation room; we need a larger and more modern dormitory for our girls. In short, we need an entirely new plant, and must have it, or else see our school suffer very greatly. This would be a great misfortune to the State, for it is believed that no better or more enthusiastic spirit exists in any State Institution than in the East Florida Seminary at this time.

INSTRUCTION OFFERED IS THE SEMINARY.

LATIN—Sub-Freshman.—Latin Lessons and Easy Reading. Freshman—Caesar and Virgil. Sophomore—Virgil and Cicero. Junior—Livy and Horace. Senior—Latin Comedy and Philosophy . .

GREEK—The course in Greek covers four years as follows: Freshman—Greek Lessons and Anabasis. Sophomore—Anabasis and Iliad. Junior—Herodotus and Memorabilia. Senior—Demosthenes and Sophocles.

ENGLISH—Sub-Freshman—English Grammar, Composition and Rhetoric. Freshman—Rhetoric, and American and English Literature. Sophomore—Criticism and Poetics. Junior—Anglo Saxon and History of English Language. Senior—The English Epic and History of English Drama.

SCIENCE—During the fall term the Sub-Freshman class studies Anatomy and Physiology. The instructor makes some dissections of different parts of animals, a human skull, section models, anatomical chart, and a large number of histological preparations are used for illustrations. Physical Geography is studied during the spring term.

The Freshman class during the fall term take up Zoology with laboratory work. Pupils visit the woods, ponds and streams in the vicinity, make collections and classify specimens gathered; a permanent collection is being made. Botany is studied during the Spring term.

A brief course in Geology is given during the first twelve weeks of the Sophomore year. The remainder of the year is given to the study of Physics.

The Junior class studies astronomy from the opening of the session till the Christmas vacation. After Christmas vacation Chemistry is taken up. The instruction given is by experimental lectures, laboratory work, and recitations.

HISTORY—Sub-Freshman—U. S. History, History of Florida. Freshman—History of American Politics, General History. Sophomore—Ancient and Mediaeval History. Junior—Modern History. Senior—History of Philosophy.

MATHEMATICS—The course embraces five years' work. Arithmetic and Algebra throughout the Sub-Freshman year; Quadratics and Plane Geometry in the Freshman year; solid Geometry and Plane Trigonometry in the Sophomore year; Surveying and Special Trigonometry in the Junior year; Higher Algebra and Calculus in the Senior year.

FIELD WORK AND TRIGONOMETRY AND SURVEYING.—The object of this department is to make the mind of the student thorough analytical and practical. Analytics and Mechanics will be taught if a sufficient number of students warrant the organization of a class.

MODERN LANGUAGES—Courses are offered covering three years in French, German and Spanish.

READING AND ELOCUTION—The first term in this department is devoted mainly to principles of good reading and the cultivation of the voice. Daily class and individual drill in the essentials of voice; form, quality, stress, pitch, force and movement.

TEACHERS' COURSE—First Year—Arithmetic, Algebra, English Grammar, Rhetoric, United States History, History of Florida, Science of Geography, History of Education, Drawing, Debating.

Second Year—Algebra, Geometry, Latin, Physiology, Civil Government, History American Politics, Zoology, Botany, Pedagogy, School Management, Theory and Practice of Teaching, Vocal Music, Debating.

Third Year—Geometry, Trigonometry, Surveying, Literature, Latin, Geology, Physics, General History, Mental Science, Logic, Philosophy, of Education, Method, Debating.

TEACHERS' REVIEW TERM.—Beginning March 13, 1905, special classes will be organized in the common branches for teachers who may desire to enter at that time or later. The work will embrace all the common school studies together with pedagogy, drawing and such other branches as may be desired. The teaching will be done by the regular faculty of the Seminary, and each recitation will be a model in method as well as in instruction.

A well arranged dormitory has been constructed at a cost of ten thousand dollars. It is provided with every necessary convenience and furnishes an ideal home for young ladies.

Very respectfully,
(Signed) JERE M. POUND.

BAKER COUNTY.

In compliance with your request I beg leave to submit the following brief report of schools of Baker county together with some few suggestions.

BUILDINGS.

During the past two years, nine buildings have been erected at a total cost of \$2,135.33. \$1,395.49 of this amount was expended on the county High School at Macclenny. The buildings erected for rural districts are more

substantial and afford more comfort than those erected in former years, but still they are not what we would like to have them.

HIGH SCHOOLS.

There is only one High School in the county. The contract for the erection of the building was let in May 1903 opened school in it in October of the same year. We and the building was near enough completed so that we had an enrollment of 134 pupils for the year with an average attendance of 90. Ten grades were maintained.

While there was considerable opposition throughout the county to the establishment of the school owing to the expenditure it would necessarily incur, yet we are very much gratified to note that the success of the first year's work was far beyond our expectations, and we find that as time passes the people are looking more favorably upon the school. We believe that the only way to bring the county up abreast with other counties is to properly maintain the county High School. We are very grateful for the \$360.00 State Aid received for the school and hope that the Legislature will continue this appropriation as it has proved to be a great encouragement to counties which are weak financially.

STATE UNIFORMITY OF TEXT-BOOKS.

I am unalterably opposed to State Uniformity of Text-Books, I think county Boards should know best what they need in the way of text-books, and, besides, I believe that books are purchased at as low a figure now as they would be under State Uniformity. Then, too, I do not think it just to allow one publishing house to "farm out" the text-book business of the State to the detriment of other houses doing a legitimate business.

FREE TEXT-BOOKS.

I think it would be well for books to be furnished pupils free of charge when the financial condition of counties will permit, but I do not think that many counties are ready to meet such an expenditure yet, as teachers are demanding higher salaries and the tax levy is limited to five mills.

COMPULSORY EDUCATION.

Some sort of coercion is very much needed in order that children may derive more benefit from our free schools, but I see no way that this could be done by law without a hardship devolving upon some. I think the best way would be to gradually educate the people up to where they can see the necessity of keeping their children in school.

CONCENTRATION OF SCHOOLS.

Very little has been done along this line during the past two years, physical conditions of the county make it practically impossible in some localities. Our people are opposed to it, so we have been waiting to learn of results of experiments in other counties before trying it ourselves.

MODE OF EXAMINATION.

I have no suggestion to make in regard to mode of conducting examinations. As strict as the regulations are with county Superintendents as careful as possible in conducting examinations, I find that some get through, who, to say the least, are no more proficient than they should be.

I would suggest that our present certification law be so amended as to provide for an emergency.

The law authorizing State Aid for graded and High Schools has given rise to so many of these schools and created such a demand for competent principles till it seems to me that it would be well to so amend the present law that any person holding a degree from any reputable institution might teach in the public schools without having to go through the regular examination. The State is spending sufficient money upon its institutions so that they may do a high grade of work and, if it believes such work is being done, it seems to me not out of reason to recognize graduates from these institutions.

GRADING COMMITTEES.

The present system seems to give general satisfaction and I see no good reason for a change.

SPECIAL TAX SCHOOLS.

There is only one Special Tax District in the county. The funds arising from this District amount to \$278.00. The people generally have been opposed to voting extra taxes upon themselves, but after noting good results from the establishment of this district, they seem to look upon the idea more favorably, so that we expect other districts to be voted in the near future.

FINANCIAL.

We have no indebtedness except a current account which is paid up during each scholastic year. At the close of the school year 1904, we had nearly \$2,000.00 on hand. We always pay teachers salaries promptly without any discount.

Owing to a scarcity of teachers it was impossible to have all the schools taught out during the past year. This cuts the average term for whites down to 41 days. The negro schools were all taught. The average length of term being 87 days.

The shortest term for whites was 20 days. The shortest term for negroes was 80 days. The longest term for whites was 160 days. The longest term for negroes was 110 days.

Respectfully submitted,

IRVIN MORGAN,
Co. Supt. Baker County.

BRADFORD COUNTY.

In compliance with your request of Nov. 1st., I submit the following facts, relative to the school work of this county for the past two years:

BUILDINGS.

We have erected three buildings during the past three years, one at the cost of \$150, and two at the cost of about \$400 each. \$400 has been spent in repairs.

The town of Lake Butler has been bonded for the sum of \$4,000 for the purpose of erecting a modern school building. They expect to build a house costing, not less than \$6,000.

HIGH SCHOOLS.

There was only one High School in the county before we received the State Appropriation. We now have three, and one Rural Graded School. There has been a daily attendance of 333 pupils in these three High Schools. Ten grades have been maintained in these three schools. The effect of the State Appropriation has been excellent. School interest has greatly increased. In each of these places the people have voted, this year, to re-establish the Special Tax School Districts, gladly voting for the highest possible tax the law would allow. I think the State Appropriation should be continued by all means.

STATE UNIFORMITY OF TEXT-BOOKS.

I think there is a demand for it and I favor the same for the following reasons:

1. It will enable better classification.
2. It will tend to uniformity of instruction.
3. It will be a great saving to the patrons in the cost of books.

CONCENTRATION OF SCHOOLS.

We have concentrated four schools into two with excellent results. The attendance is much better, and the patrons are well pleased. We hope to consolidate other schools in the near future.

COMPULSORY EDUCATION.

A law of this kind is much needed. I believe a large per cent. of our people would favor compulsory attendance by law. Patrons should be compelled to send their children to school, between the ages of 6 and 14 for, at least, four months in the year.

GRADING COMMITTEE.

If competent and conscientious teachers are placed upon the committee, the present system gives satisfaction. It unquestionably tends to the production of better teachers.

SPECIAL TAX SCHOOLS.

We now have eleven Special Tax School Districts. Three have been established during the past two years. \$4,085 have been expended during the past two years from these special funds. The trustees have utilized these funds wisely. School buildings have been made more comfortable, longer terms have been secured, and more competent teachers have been employed. The indications are that they will not only be continued, but the number will increase.

FINANCIAL CONDITION.

Two years ago there was a small balance to our credit. We began the present school year with over \$3,500 to our credit. We pay our teachers cash monthly. The longest term in any part of the county is eight months. The shortest four months.

We are planning for advancement all along the line.

Yours truly,

GEO. F. SCOTT,
Superintendent.

BREVARD COUNTY.

Bonaventure, Fla., Nov. 19th, 1904.
Tallahassee, Fla.

Hon. W. N. Sheats, State Superintendent, Tallahassee, Fla.

Dear Sir:—I herewith submit an abstract resume of school operations in Brevard County for the two years ending June 30th, 1904..

BUILDINGS.

New buildings have been erected at Eau Gallie, Sebastian, Jensen, White City, Eldred, Malabar, and Shiloh.

Extensive repairs and remodeling have been done at Titusville, Cocoa, Fort Pierce, Lotus, Fort Drum, Orangedale, Viking, Georgiana, Midway, Tropie, Valkaria, Banyan, Wabasso, at an approximate cost of seventeen thousand (\$17,000) dollars.

HIGH SCHOOLS.

Number before State Aid was offered 1, number now in operation 4 with lawful attendance and grades maintained having a very favorable effect upon our County system, and we urge the advisability of continuing the state appropriations for their maintenance.

STATE UNIFORMITY OF TEXT-BOOKS.

There is no demand for it in this county, we do not favor the system because, in our judgment this power should be vested with the various county boards, believing that it will induce special effort on the part of many to aim for and attain the best, while state uniformity would tend to dwarf individual effort from the many, vesting it with a few thereby tending to stagnation, and being democratic in our views we naturally don't take to trusts, this movement we believe looks in that direction.

FREE BOOKS.

It is decidedly advisable that books should be furnished all pupils in the grammar school free of cost out of the county school funds. It is one of the greatest blessings that could be heaped upon the middle and lower classes, it is a benefaction pure and simple, and is one of the most important features of our school work.

We are supplying books in this county at an annual expense of less than thirty (\$0.30) cents per pupil, and as the money comes largely from corporations and wealthy individuals, it does not cost the average poor man five (\$0.05) cents per year, whereas were he forced to buy the books himself as his child passes from grade to grade, we believe

two or three dollars a year would be necessary. The very class that we are most anxious to educate is this particular class, they would not promptly buy the books themselves and the greatest loss of all would be their clogging our schools with pupils without books which would necessarily materially retard the progress at every school.

COMPULSORY EDUCATION.

We believe heartily that such a law is much needed. It is safe to say that 90 per cent. of our people favor such a measure. I'd suggest requiring not less than four months consecutive attendance from each child between the ages of eight and fourteen years. All this hue and cry that certain people cannot spare their children to go to school is a delusion. Some people regard their children as merely private property, given solely to work for them, which tends to encourage indolence and laziness on their part; we should remember the old Spartan law which placed the state's claim first,—it is our *duty* to educate. Where a family was known to be absolutely dependant upon the services of particular children for a living, let the county contribute to the support of these needy ones during this time and take the money of the people giving it freely for this purpose, just as we do for jails, courts, court-houses, roads and numberless other things; these boys and girls should be the State's first consideration and no people can ever attain greatness other than thro' the medium of intelligence.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We introduced this measure and have been operating it for the past two years, the result of our experience is that it is a profound success, which opinion is shared largely by the better and intelligent class of our community, save in one instance pronounced opposition has not developed, in this case it is largely directed thro' misconception, and is controlled by a few old stagers who persist in living in the past, who at the beginning swore that the horse was sixteen feet high, and will continue to persist and argue until their children teach them better, or

in the course of human events the good Lord comes to our relief and takes them to the "Happy Hunting Ground."

MODE OF EXAMINATION.

Our present plan has produced good results, I can think of no other than a thorough testing of teaching ability.

GRADING COMMITTEE.

Our present system is good, it is only necessary that the county superintendent and county boards see to it, that the work is well and faithfully done. Any undertaking involves some burden and we must honestly do it.

SPECIAL TAX SCHOOLS.

Every school in this county is aided by special tax, the entire county is covered by these districts and there has been fourteen thousand four hundred and eighty-six (14,486) dollars expended which was derived from this source, the effect has been to bring the people closer to the schools and more thor'ly enlist their sympathies.

If the increased state millage failed of endorsement in the past election, there is every indication that Brevard County will continue to liberally collect special tax for schools, since the county has by a handsome majority endorsed the proposed Constitutional Amendment to Section 8, Article XII.

FINANCIAL.

Our school board is not in debt but had on hand a balance of two thousand one hundred and forty-two dollars and fifty-five (2,142.55) cents at the close of last year's operations. Our indebtedness two years ago was one thousand three hundred and sixty dollars and nine (\$1,360.09) cents. Our teachers are paid in warrants that pass as good bank checks at their face value without discount.

SCHOOL TERM.

Our average length of school term last year was for whites 112 days, colored 87 days; longest for whites being

160 days, shortest 120 days. For colored, 120 days and 100 days respectively. Among the better class there is a demand for longer terms, and this feeling will eventually secure it.

Yours truly,
R. E. MIMS,
County Superintendent.

CALHOUN COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Florida.

Dear Sir:—In compliance with your request, I respectfully submit the following report of the public schools of Calhoun County.

BUILDINGS.

During the last two years we have built four new frame buildings at a cost of between \$500 and \$600, and entered into a contract lately for the erection of another school building to cost \$1200.

HIGH SCHOOLS.

We have no high school in this county but will probably have one in the near future.

We have two graded schools for which we received \$200 a piece State Aid.

The attendance was not as large as we expected, but will be considerably increased during the present scholastic year.

I am highly in favor of continuing the State Aid Appropriation for graded and high schools.

STATE UNIFORMITY OF TEXT-BOOKS.

There is, very little demand for State Uniformity in this county.

I am not in favor of it because I do not think it would better our present condition.

FREE TEXT-BOOKS.

I am firmly convinced that Free Text-Books would be a blessing for several counties in Florida, creating, I believe, a better attendance and thereby being the means of grading our rural schools more perfectly than at present.

If we can get the maximum seven mill levy I see no reason why we could not have Free Text-Books, the cost of which to be paid out of County School Funds.

COMPULSORY EDUCATION.

Such a law is needed and needed *badly*.

I would say over two-thirds of the best people of this county would favor it.

As to what the limitation should be is rather a difficult question for me to say. I will leave it for brighter minds to solve.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have done very little in this line yet, owing to the sparsely settled condition of our county.

We have made a break in this direction, having consolidated three school districts into one, and I believe it will work well. I am in favor of it, but a majority of my people are opposed to it, perhaps, not liking to give up the time-honored little district school for which they are really not to be blamed.

MODE OF EXAMINATION.

I find no fault with the present mode of examination, provided it is carried out honestly and conscientiously.

GRADING COMMITTEES.

I do not favor the present system of grading.

I favor a State Grading Committee for reasons stated in my paper read at Green Cove Springs in Feb. 1902.

SPECIAL TAX SCHOOLS.

Sentiment is growing in favor of Special Tax School Districts in Calhoun County.

We have established three during the past two years, making a total of four in the county which is saying a good deal for Calhoun.

There is every indication of their continuance and of establishing more, as they have a very decided effect upon the educational status of the county for the better.

FINANCIAL.

Our financial condition is sound, safe and sane.

Our teachers are paid promptly each month in warrants worth their face value.

We carried over a balance on July 1st, 1904 of \$3,944.26, which will serve a good purpose in paying our teachers until this years taxes are received.

SCHOOL TERM.

Our school term past and present year is five months.

We give the same term to both races. There is a demand for longer terms, and I believe the prospects are good for having them.

I would be pleased to have at least a six months term in all our schools.

P. F. FISHER,
County Supt.

CITRUS COUNTY.

It is with pleasure that I comply with your request of recent date, and cheerfully submit the following general report of our public schools for the two years ending June 30th, 1904.

We feel that we have cause for congratulation on our school work for the past two years.

The interest manifested in school work and general advancement of the educational affairs, of our county by school officers, patrons and teachers compares most favorably with previous years.

NEW BUILDINGS.

For the period of two years we have erected two new school houses and built additions to two others.

BLACK BOARDS AND FURNITURE.

We are amply supplied with patent desks, hyloplate black boards and good heaters.

COUNTY HIGH SCHOOL.

We note with pride the growth and success of our county high school. The wisdom of our School Board has been fully demonstrated by keeping this institution under the central and management of a faculty of experienced teachers. The State Aid has helped us wonderfully here as well as elsewhere in the county.

LENGTH OF SCHOOL TERM.

Last year the school term was, for the first time in the history of the county, six months instead of five.

Our schools are growing year by year and in many districts demands are made for more teachers. Possibly our system is as good as any county in the State and surely we are doing all we can under the circumstances.

Wishing the cause great success throughout the State, I am,

Respectfully,

R. L. TURNER,
County Superintendent.

CLAY COUNTY.

Dear Sir:—In compliance with your request of recent date, I hereby respectfully submit the following brief comment upon the topics designated, relating to the school affairs of this county for the past two years:

BUILDINGS.

One three-room and two one-room buildings have been erected within the last two years, at a cost of about \$1,200. Considerable repairing has been done, and patent desks and blackboards have been furnished nearly all the schools. The total outlay for the new buildings, repairs, and furniture has been about \$2,600.

HIGH SCHOOLS.

Before State Aid was offered there was not in the county a high school, properly so called. In the school years 1903-4 one Junior High School complied with all the requirements and received the \$360 State Aid. The same school is being continued the present year, with an attendance of nine in the two grades, ninth and tenth. In the year 1906-07, or before, this school should become a Senior High School, with the ninth, tenth, eleventh, and twelfth grades all well attended. One or more other High Schools can in the near future be organized in the county if competent teachers can be secured for them.

The general effect of High Schools upon the county system may be given under the following heads, which in my judgment, show the advisability of continuing the State Appropriation for their maintenance: 1. They enable advanced students to prepare for college, or to get more than a grammar school education without leaving their county; 2. They raise the generally accepted maximum of common school education, and thus stimulate youth to an effort toward higher attainment, and encourage them to continue in school longer; 3. By complying with the requirements of law which created them, they tend to introduce more system into the county plan of public education; 4. The State Aid will usually be found

sufficient to supplement the other funds so as to continue the entire school, of which the high school forms a part, to a term of eight months.

STATE UNIFORMITY OF TEXT-BOOKS.

Those people of our county who have moved here from other counties of the State, express themselves as being dissatisfied with the present necessity of buying different books for their children. State uniformity of text-books would be welcomed by all the citizens of the county, provided the best books was adopted by the State, and provided the change from those now used here to those of State adoption did not involve too great an expense. I believe that State uniformity would be very advantageous.

FREE TEXT-BOOKS.

I think it very unadvisable for the county to undertake to furnish free text-books. The cost would be too great to be borne by the available funds without making it necessary to curtail other, more legitimate expenditures. The system would almost surely be wasteful, and would cause the books to cost the tax payers much more than they now do the patrons. It would cause school officers and teachers endless trouble. The distribution of books, new and old, the demand of reparation for damage done books, and other details, would produce friction, and antagonism between the teachers, on the one hand, and the pupils and patrons, on the other. A child prizes a book of its own much more highly than he does one that belongs to the public and has, perhaps, been thumbed and marked by some other pupil. The children should have their books during vacation.

COMPULSORY EDUCATION.

A compulsory attendance law is greatly needed in this county. I believe that at least seventy-five per cent of the people favor such a law. The law should, I think, be so framed as to require all children between the ages of six and fourteen years to attend the public school, or some other school, the length of time that the public school is maintained, each year. Provision would, of course, necessarily be made to excuse from attendance for illness.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have done considerable along this line. In one instance—little one-teacher schools have been merged into one large school of three teachers. Other concentration has been effected. The transportation of pupils has become quite a prominent feature of our county. Results have fully verified our conviction that, when carefully managed, the plan of concentration and transportation creates larger, stronger and more efficient schools and necessitates less expenditure than would be required to maintain the little, isolated schools. The plan is favored by the majority of the people of the county.

MODE OF EXAMINATION.

The mode of examination now pursued is probably about as good as can be devised for existing conditions. It might be well if the question bore a little more on the method of teaching. I suggest the plan that only a certificate, coupled with a license to teach one year, be granted inexperienced persons, and that the different grades of certificates be issued only after stated lengths of successful teaching of certain school grades.

GRADING COMMITTEE.

The grading committee, acting under the present law, are quite satisfactory. The scholarship and practical efficiency of the teachers of the county have improved under the system.

SPECIAL TAX SCHOOLS.

There are now seven special tax school districts in the county, including the entire area. The largest two, which comprise more than half this county, were created within the past two years. About \$3,800 is raised annually by the special tax. This special tax has lengthened the term, has secured better teachers, and has partly built, repaired and furnished, buildings. It has increased the effectiveness of the county schools fifty per cent. It seems likely that these districts will continue operation.

FINANCIAL.

The monthly financial report of October, 1904, shows a deficit in the county school funds. The report for the same month two years ago was \$4,004.30. The income for this fiscal year will be greater than it was two years ago, on account of the increased special tax. The teachers are paid in cash monthly. There has not been a school warrant of this county discounted since the early part of the year 1901.

SCHOOL TERM.

The average length of school term is about $5\frac{1}{2}$ months. About four schools of the county will have eight months this school year. Two will have seven months. The remainder will have five months. The term would be longer, but the funds have been drawn upon rather heavily in the past few months to supply the schools with furniture and blackboards. The people want longer terms, and it will be practicable to lengthen the term next school year, as it will then not be necessary to make an outlay for furniture.

Respectfully,

ELLIS GEIGER,

County Superintendent Clay County.

COLUMBIA COUNTY.

Lake City, Fla., Nov. 15th, 1904.

Complying with your request, I submit the following report as a summary of the educational facts and conditions now existing in the Columbia County.

BUILDINGS.

At the beginning of my administration, four years ago, I found the school buildings in a dilapidated condition, so much so in many cases, as to necessitate new buildings. During the two scholastic years ending June 30th, 1904,

I have erected six good substantial buildings, at a cost of \$2,306.09. These buildings are comfortable, well-finished and several of them painted.

I have repaired thirteen school buildings, some of them slightly and some very extensively, at a total cost of \$828.61. All of this money except about \$300 which was paid by the City of Lake City, was paid from the county school fund. The school buildings of the county now are in very good condition with few exceptions, and those will be repaired or re-built as soon as the funds will permit.

HIGH SCHOOLS.

Prior to granting State Aid in maintaining high schools, there was only one well-established, well-regulated high school in the county. Now there are a Senior and a Junior high school each receiving aid from the State, aggregating \$960. There is another rural graded school which did not receive aid from the State on account of the small attendance which was caused by sickness.

The Senior High School at Lake City maintained eleven grades, and the enrollment was greater than ever before, so was the average attendance for the entire term.

The Junior High School, located at Ft. White, maintained ten grades with a better average attendance for the eight months than the school formerly made for six months.

The law providing for the State to aid maintaining High Schools is a wise provision, and I sincerely hope it will be continued. It has caused the schools to take on new life, and has stimulated rural districts to establish larger and better schools with the view of getting aid from the State, lengthening their terms and employing better qualified teachers for their schools. It reaches the rural districts and distributes the school funds where it is actually needed. Many young men and women of limited means can continue their education for several years longer by establishing such schools who would be debarred in the absence of such a law.

STATE UNIFORMITY OF TEXT-BOOKS.

In my judgment, there is a necessity for it, if not a demand. I favor the system on the same grounds that I fa-

vor uniform books in a single school. I believe all will admit that it is necessary to have uniform books in a school, and if that is true, it must be necessary to have them in a county, therefore, I would say make it uniform throughout the state as I see no evil growing out of it, yet I do see some good to be derived from it. There is no question, but what books can be secured much cheaper under such a system.

FREE TEXT-BOOKS.

I believe that every child in the State should be furnished with whatever books necessary for the proper pursuance of the course of study. It is advisable to furnish free school for all children in the State, therefore I should think that it would be advisable to furnish free text-books. The same principle is involved in both cases. There are some objectionable features, such as furnishing the colored race with books when they pay such a small amount of taxes, but by excluding them many white children are excluded also.

COMPULSORY EDUCATION.

I believe such a law is needed, but just what per cent. of the people would favor it, I am unable to say. If such a law should be enacted, I think the limitations should be fixed on the child's age and the time required in school.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have tried it to some extent, but not very extensively. I find that it is better for the children, though the parents object to it on some very frivolous grounds, but if it was systematically done, better opportunities could be given for less money, and the opposition to it would be overcome. The mistake was made years ago and it is very hard to remedy now, but there is no question in my mind but what the small school in the rural districts will have to be concentrated sooner or later in order for the schools to improve very much over their present standing.

MODE OF EXAMINATIONS.

I do not believe the present examination law can be improved upon very much by offering a substitute. It has been giving very good satisfaction, and I do not hear any serious objections to it yet.

About the only modification that is necessary, is something to relieve the situation when the teaching force of the State has been exhausted and the demand not satisfied. That is the situation now and not a teacher who does not hold a certificate issued in accordance with the laws of this State can be employed. I believe that first grade certificates from other states should have some consideration, especially if they are still in force in the state from which they are issued.

GRADING COMMITTEE.

So far as I have been able to learn the people of my county are very well pleased with the present mode of grading papers, and I have nothing better to offer or to recommend.

SPECIAL TAX SCHOOLS.

I have six Special Tax Schools in my county but one has failed to make any levy, as it is located in the country and very little is derived from the special tax. None has been created within the last two years, but I think the number will increase.

They have aided materially in building up better schools in many counties, and in educating the people to be more liberal in supporting their schools.

Respectfully submitted,

T. H. OWENS.

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Respectfully submitted,

T. H. OWENS.

DADE COUNTY.

Hon. W. N. Sheats, State Superintendent, Tallahassee Fla.

Dear Sir:—In compliance with your request, I take great pleasure in submitting the following report of the schools of Dade county:

BUILDINGS.

During the past two years seven buildings have been erected, or enlarged and repaired, at a cost of \$12,090. New furniture and apparatus have been added at an outlay of \$3,200. The School Board have devoted their best energies and judgment to providing for the growing needs of the schools in these important matters, with highly satisfactory results.

HIGH SCHOOLS.

Three High Schools were established before State Aid was offered, and owing to the views of the Board on the concentration of schools, the number has not been increased. The attendance is excellent. The Miami school has twelve grades; West Palm Beach, eleven; Lemon City, ten. Their general effect on the county system is most beneficial, and State Appropriation should undoubtedly be continued.

STATE UNIFORMITY OF TEXT-BOOKS.

Fully nine-tenths of the people of our county favor State uniformity of Text-Books. My preference for it is due to the obvious requirements in the favor—children going from one county to another are saved the expense of buying new books; and the pupils of all the schools have the same preparation for new subjects, which, other things being equal, ought to economize time.

COMPULSORY ATTENDANCE.

A compulsory education law is badly needed. Not more than fifty per cent. of the children of school age are en-

rolled, and only about sixty-five per cent. of the enrollment attended.

TRANSPORTATIONS OF PUPILS.

We transport pupils at two places, and as a result have better attendance and much better schools. At first some of the patrons opposed concentration, but after seeing its benefits, favored it.

MODE OF EXAMINATION.

If carried out strictly, the present system of examination is adequate to the requirements.

GRADING COMMITTEE.

In my judgment, no sound objection to the present system can be offered.

PROGRESS.

In 1897 when I began my work as Superintendent, the total average attendance was 467; the school buildings and lots were valued at \$10,750; furniture and apparatus, \$2,931; and the county assessment of real and personal property was \$1,629,062. The average attendance for 1903-4 was 1242; the school buildings and lots were valued at \$37,415; furniture and apparatus, \$7,811; and the assessment of real and personal property, \$3,739,231. The assessment for 1904 is over \$4,000,000.

The above statistics speak eloquently of the rapid and substantial progress of Dade county and Dade county's schools. Our county commissioners have been broad, liberal-minded men who have always assessed the full five mills, and will assess seven mills as soon as the opportunity offers. Such being the case it should not be a matter of surprise to any one that I can say without boasting that our teachers and schools are second to none.

Yours truly,

Z. T. MERRITT,
Superintendent.

DESOTO COUNTY.

Arcadia, Fla., Nov. 15th, 1905.

Dear Sir:—In compliance with your request I submit a brief report of what has been accomplished on educational lines in DeSoto County during the two years ending June 30th, 1904.

BUILDINGS.

During the two years we built five frame buildings and two box buildings at a total cost of \$4,446.17, we made repairs on buildings to the amount of \$850.07, we put in furniture to the amount of \$1,649.34. We will soon have plenty of good school houses and have them furnished with patent desks.

HIGH SCHOOLS.

We had two high schools in operation and have added one more since State aid was granted, making three now in operation, maintaining grades from primary to twelfth. These schools are having a good effect on the educational interests of the county. I believe that State appropriation for high schools was wise legislation and I favor a continuation of it.

STATE UNIFORMITY OF TEXT-BOOKS.

This subject has been so thoroughly discussed through the state press that I will not attempt to discuss it, but I want to go on record as favoring it because I think it will be better than the present system. The people of Florida are continually moving from one county to another and find a different adoption of books, and before they can enter school they have to buy new books. With a uniform system the schools can be better graded.

FREE TEXT-BOOKS.

I am opposed to the free text-book system. First, very few children like to use books that have been used by others, especially if they have been soiled, which they are liable to be after a few weeks use if they are public property. A child likes to feel that his book is his own property and he is more likely to take care of it. Second, because that it has been clearly demonstrated that diseases have been communicated by exchange of books.

COMPULSORY EDUCATION.

I oppose compulsory education. I do not think the southern people would submit to it. I do not think it could be made operative in a sparsely settled country like Florida.

FINANCIAL.

Our county school fund is in good condition, has never been in debt. In consequence of the tax not being paid in until spring, we are forced to borrow on short time to pay warrants monthly, but by the end of the year we settle up all outstanding accounts and have a balance from 4 to \$5,00 to begin the next year. We pay all warrants monthly. Our school term is from five to eight months. Five months seems to be about as long as we can run in the rural districts, beginning the first of August and ending Christmas.

Respectfully,

M. F. GIDDENS,

Superintendent Public Instruction.

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During the two years we built five frame buildings and two box buildings at a total cost of \$4,446.17, we made repairs on buildings to the amount of \$850.07, we put in furniture to the amount of \$1,649.34. We will soon have plenty of good school houses and have them furnished with patent desks.

HIGH SCHOOLS.

We had two high schools in operation and have added one more since State aid was granted, making three now in operation, maintaining grades from primary to twelfth. These schools are having a good effect on the educational interests of the county. I believe that State appropriation for high schools was wise legislation and I favor a continuation of it.

STATE UNIFORMITY OF TEXT-BOOKS.

This subject has been so thoroughly discussed through the state press that I will not attempt to discuss it, but I want to go on record as favoring it because I think it will be better than the present system. The people of Florida are continually moving from one county to another and find a different adoption of books, and before they can enter school they have to buy new books. With a uniform system the schools can be better graded.

FREE TEXT-BOOKS.

I am opposed to the free text-book system. First, very few children like to use books that have been used by others, especially if they have been soiled, which they are liable to be after a few weeks use if they are public property. A child likes to feel that his book is his own property and he is more likely to take care of it. Second, because that it has been clearly demonstrated that diseases have been communicated by exchange of books.

COMPULSORY EDUCATION.

I oppose compulsory education. I do not think the southern people would submit to it. I do not think it could be made operative in a sparsely settled country like Florida.

FINANCIAL.

Our county school fund is in good condition, has never been in debt. In consequence of the tax not being paid in until spring, we are forced to borrow on short time to pay warrants monthly, but by the end of the year we settle up all outstanding accounts and have a balance from 4 to \$5,00 to begin the next year. We pay all warrants monthly. Our school term is from five to eight months. Five months seems to be about as long as we can run in the rural districts, beginning the first of August and ending Christmas.

Respectfully,

M. F. GIDDENS,

Superintendent Public Instruction.

DUVAL COUNTY.

In compliance with your request I respectfully submit the following report for your Bi-ennial:

BUILDINGS.

During the last two years eight new buildings or valuable additions have been erected at total cost of \$4,000, all being made for the improvement of our rural school system, the concentration plan.

HIGH SCHOOLS.

The number of high schools have not changed during the past two years. A "Senior" high school with a faculty of seven teachers and four courses of study is maintained for white children. For negro children, a "Junior" high school of three teachers and two courses of study has been established. Both of these schools receive State aid, having experienced no difficulty in meeting all requirements.

STATE UNIFORMITY OF TEXT-BOOKS.

There is no demand for it because the Caucasian does not wish to be put in educational "lock-step" with the negro by such uniformity and the negro ought not to be. Rural schools ought not to be subjected to the same subject matter as might be very suitable to city schools.

A uniform course of study, a common aim for the educators of the State, wisely exists but the individuality of the educating force of each county ought to be allowed all possible freedom in the choice of "ways and means" to attain the end.

FREE TEXT-BOOKS.

It certainly is not advisable to furnish all pupils with free books for several reasons: lack of funds all over the State; the inevitable "boodling" schemes; the second hand school book is the most dangerous formite for contagious

disease germs. Finally the pleasure of personal possession is very precious to every school child and ought to be gladly accorded by every parent that is able.

A few very indigent families ought to be supplied with free and fresh or thoroughly disinfected old books every year.

COMPULSORY EDUCATION.

All along the Northern line of States, from Maine to Washington, from Massachusetts to California, through a zone where tax values are high and where levies for school purposes are unabridged and lavishly made; where only one race is to be educated and the economy of a single system of education can be employed, history gives us many adverse experiences in the compelling of education.

What then can we prophesy of the results of compulsory education in the South where no experiment has been made; where not only a foreign people but a different race necessitates a double system of education at nearly double expense; where tax valuations are comparatively low and school levies limited; where the sentiment of the people is usually averse to coercion of any kind; where the paternal idea of government has not passed out of the hand of the father as a gift to the State. The Southern zone of states may follow the sister zone of the North; it may profit by the history of that sister zone and devise something much better. Be it so!

In the light of Northern history, it seems better for the Southern zone to follow the law of the "survival of the fittest," and, in this case, the fittest will be those who send and go to school voluntarily.

Let the South spend her energies, her skill and her funds in removing obstructions from the front of her educational volunteers and her army of pupils will be as large as she can possibly feed and equip. Let her provide free books for the indigent; night schools for the youthful "bread-winners" of her cities; proper appliances and facilities in concentrated schools of her rural population; finally, provide every inducement and she will need no compulsion.

CONCENTRATION AND TRANSPORTATION.

Of 45 one-teacher schools for white children existing in the rural districts of Duval county in 1896, only seven now remain. Even these are tolerated only because of their isolated location on the outskirts of the county. In a short time, they will be merged into concentrated schools already established in Duval or into like schools that the adjoining counties may be wise enough to establish in the future.

County-line concentration is an important phase of this new system of organizing and conducting schools. The feasibility of such a plan is found in the Maxville school now in operation for the second year on the county line between Clay and Duval.

The superintendents of these two counties chose a site for the school with the previous agreement that the county having the preferable site should build a suitable house, that the other should furnish and equip it and that each should pay half of the current expenses of the school when in operation.

The eligible site fell on the Clay county side of the line and there now stands a substantial, well-lighted building of three commodious rooms each accessible by means of a roomy hall and an attractive veranda, all representing Clay county's faith in Duval county's pledge to furnish and equip it. Duval provided 96 new patent sittings, 3 tables, 180 square feet of hyloplate blackboard, 3 stoves with fixtures, a large globe, maps, charts and window shades, and continues to supply all necessary portable appliances.

This school with its enrollment of about 90 pupils and 3 teachers solves the problem of complete concentration of all the rural schools of Duval county, and illustrates the feasibility of assimilating the school interests of adjoining counties to such an extent as to form a State system on the concentrated plan.

Fifteen such schools are now located and operating in Duval county, each accommodating the children from 50 to 100 square miles of territory.

Beyond the limit of two miles, the children of these schools are transported by means of wagonettes specially designed for the purpose and provided by the Board of Public Instruction at the public expense.

Thirty of these comfortable vehicles are now running at an average cost of \$24.66 per month, enabling us to close 30 of the old one-teacher schools.

If these 30 old time schools were now in operation, they would each cost not less than \$45.50 per month. Hence, the transportation system now in operation produces a current saving of \$625.20 per month.

Taking from this gross saving the increase of teachers' salaries at the centralized schools amounting to \$540.00 per month, and there remains a net saving of \$85.20 per month, or \$681.60 for the year 1903-4.

The cost of construction and repair of the 30 school wagons would be considerably less than the re-construction and repair of the 30 old school buildings, many of which were about to collapse.

To verify the popularity of the system and the confidence of the Board of Public Instruction in its merits, six new wagons have just been ordered to meet new demands.

MODE OF EXAMINATION.

The present mode is good enough. It can "be made less burdensome" by reducing the scope and number of questions. Examinations cannot be made "tests of teaching ability," in any sense. On the contrary, they frequently display an admirable amount of book-knowledge on *theory* that misleads the unwary examiner as to the *practice* that may be expected.

The teacher's own school room is about the only place where her teaching ability can be discovered. Unfortunately for the public, a standing for or against her teaching ability is entirely eliminated from her certificate, under present methods of issuing licenses to teach.

The teacher's certificate now represents only the science of teaching, not the art; learning without wisdom; mere knowledge about the subject, not skill in handling the most important of modern arts.

SPECIAL TAX SCHOOLS.

All schools in Duval county are special tax schools. There are two Special Tax Districts, to-wit: District No. 1 bounded by the corporate limits of the city of Jackson-

ville and district No. 2 comprising all that part of the county outside the city of Jacksonville.

At the close of the fiscal year, \$18,982 had been collected from both districts and had been expended mostly in paying off a pending judgment covering all indebtedness incurred before this fiscal year.

The indications are that these special levies will be discontinued after the Constitutional amendment for a 7 mill levy shall have become effective.

FINANCES.

On June 30, 1904, our school debt was \$63,667 with an asset of \$11,000 in sight. With one million and a quarter of valuation more than in former years and an assured 7 mill county levy, Duval's school fund presents a cheerful outlook.

School warrants are discounted 5 per cent., but teachers salaries have been increased 5 per cent. to meet the discount.

Yours truly,

GEO. P. GLENN,

Supt. of Pub. Inst. for Duval Co.

ESCAMBIA COUNTY.

Pensacola, Fla., Nov. 11, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—In compliance of your circular of Nov. 1st inst., I herewith submit my report of school operations for the school year of 1903-4, and for the first four months of this school year.

For the school year of 1902-4 we had an enrollment of 3351 whites and 1980 negroes, total 5331, and an average attendance of 2305 whites and 1344 negroes, total 3699.

We had under contract 83 white teachers and 32 negroes, total 115.

Several of the teachers both white and colored taught two schools.

At this date, Nov. 11, we have 115 teachers under contract and a larger number of children enrolled in the schools than was ever known at one time before.

SCHOOL PROPERTY.

The Board of Public Instruction at this time, own in the city of Pensacola six modern and fairly well equipped school buildings, one with 15 rooms, one with 8, one with 5, two with 4 each, and one with two rooms, total 38 rooms; and for negroes, we have 6 buildings, one with 5 rooms, one with 4, two with 3 each, one with 2, and one with 1, total 18, also two one-room buildings rented. The rooms in these buildings are all large and well lighted and ventilated, and several of them are models for comfort and convenience.

We have just completed one 8 room building on east Gregory street, a cut of same, I will try and forward you, for in my estimation it is a model school building? The 8 rooms being 28 by 32 feet each, with a brick basement under the entire building 9 ft. deep.

This building, as is also school No. 1, is heated with a warm air furnace. We expect in the near future to fit up this basement for a gymnasium, work-shop, etc.

The Board sold the old school building No. 2 on east Garden street for \$10,000 and purchased the lots on which this new building No. 2 is located for \$4,000 and had \$6,000 to pay on this model building, which cost \$9,150.

In addition to this 8 room building, we have added two comfortable rooms to school buildings No. 31 for negroes, and have completed one good 1 room building in the county. All these improvements have been started and completed since the beginning of this school year.

While our school buildings do not represent as large an expenditure in cash as other counties can show, ours for comfort and practical utility are equal to any in the state.

I attribute this to the fact that the Chairman of our school board, Hon. A. V. Clubbs, is a practical contractor and builder, and he takes a deep interest in our schools, and draws the plans and specifications for all our school buildings.

FINANCIAL SITUATION.

At this time the school board is in debt \$19,500. \$13,500 of this brought over from last year, and \$6,000 contracted this year; but the pay rolls for July, August, September and October have all been paid, including the new building above mentioned, \$1,000 spent for furniture since August, and not one dollar from the tax year of 1904 has as yet been received, for this has just become due.

We have no special school tax district in this county. I look upon them as being cumbersome and annoying beyond the benefits to be derived thereby.

HIGH SCHOOLS.

We now have two senior high schools in operation in this county, and seven rural graded schools.

Before the granting aid to said schools by the State, had two junior high schools and no well organized grammar schools, as we did not have the money to continue these schools for more than six months.

This state aid has had a very marked and stimulating effect on the schools in this county.

STATE UNIFORMITY OF TEXT-BOOKS.

I have no experience in this matter and am not prepared to answer this question, further than to state that if the balance of the State will adopt the text-book now in use in this county I would have no objection to state uniformity.

FREE TEXT-BOOKS.

I think there is more stress placed on this subject than it deserves. When a child buys a book and pays for it he naturally feels that he owns something, and will be much more apt to take good care of same than he would if the books were furnished free.

When a child owns a book and the school term closes, he will take his book home, and if he was a good student at school he will frequently refer to his book during vacation, which would be worth many times more to the boy than the petty price of the books.

COMPULSORY EDUCATION.

I am opposed under our present conditions of adopting compulsory education, for we are not prepared for it as yet, and I have my doubts about the wisdom of such a law under any conditions. It is undemocratic to say the least, and I still believe that parents have some rights that should be respected.

CONCENTRATION OF SCHOOLS.

My experience in concentration of schools has not been very satisfactory. It is a beautiful theory, but it hasn't worked to my satisfaction. The fault may be with me.

EXAMINATIONS.

I am in favor of the uniform examination law, but I have always believed that by shortening these examinations by one half would be a marked improvement, and I think equally as good, if not better results would be secured.

GRADING COMMITTEES.

While on the ground of uniformity, our present system of grading may have its weak points, but on the whole I prefer it to one central grading committee, from the fact that it sometimes takes months for an applicant to get a hearing from his papers, and this would be a hardship on teachers and superintendents, for we might need a teacher for a school when not hearing the result of his examination, we would not be willing to contract without first hearing the results.

SPECIAL TAX DISTRICTS.

If the amendment to the Constitution allowing a rate of 7 mills for school purposes has passed, in my opinion special tax districts will not be required, for with proper management a rate of 7 mills on a fair assessment of the property in the State will yield enough money for our schools.

I have written this paper hurriedly and fear that I have

neither done the subject or myself justice, but will trust that the readers of same will overlook its short comings.

Yours truly,

N. B. COOK,
County Superintendent.

FRANKLIN COUNTY.

Apalachicola, Fla., Nov. 1904.

Hon. W. N. Sheats.

Dear Sir:—In compliance with your request, I herewith submit the following general report of our schools and school work in this county:

I can conscientiously say, since my last biennial report, that the schools of old Franklin have made a decided advance, especially has this been marked in the matter of good solid work, better attendance, better co-operation between teacher and pupil, as well as between teacher and patron, and more enthusiasm in the public mind over the public school system.

The people of our State are to be congratulated on the fine showing which has been wrought out by dint of hard work of recent years, the result of which has placed the school system of our State in line with the standard educational work of the nation.

BUILDINGS.

While we are able to report good conditinos as to school work, attendnace, etc., we are not able to make any fancy display of fine buildings, we have preferred to keep clear of debt and have the good "old time schoolhouse." Our buildings, while they are not attractive, are comfortable, and have been within the last two years repaired and made good inhabitable school buildings at a small cost.

HIGH SCHOOLS.

Two of our best schools were doing some high school work prior to receiving State Aid. Since that time we

have a senior high school with an enrollment of 250 pupils, with grades maintained as per the requirements of the law creating them. The effect upon our county school system is very encouraging, indeed. In my humble opinion the State has made no mistake in aiding the Senior High School. The Junior High School, one of which is maintained in my county with an enrollment of 175 pupils, is doing very fine work. If the State still continues to aid these high schools the effect upon our educational system will certainly redound to much and lasting good.

STATE UNIFORMITY OF TEXT-BOOKS.

On this subject (after some thought) I can see several reasons why a uniformity of text books for the State would be a good thing, provided the books could be had at reasonable prices, but unless we can get some sort of contract at a uniform price for books, we would only be placing ourselves in the hands of book trusts, and already the prices of text-books are too high. The text-books of the State should be uniform, there is no doubt in my mind as to that, but the price should be by all means guaranteed.

FREE TEXT-BOOKS.

I am aware that this subject has been discussed and has many advocates, and among the best thinkers of our time, but I am not prepared to endorse the idea yet: First, because the school funds are too meager to allow it, and secondly, because it will cheapen education, and on the principle that our people invariably place a very low estimate on things too cheap.

COMPULSORY EDUCATION.

I favor compulsory education. The country needs it and as we progress she needs it the more. I feel that at least 75 per cent. of our people desire it with such limitations as are reasonable, say sixty days actual instruction and training.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

The time has come for the concentration of schools and the transportation of pupils. This has not been tried in my county for the reason, that we have no county or rural schools, but from what I have seen in other counties in this State, I feel that it is a great boon to the country boy and girl, and I am satisfied it would meet the hearty co-operation of the people of the State, if they could be made to see the real advantage of it.

EXAMINATIONS.

I like our present examination laws, think they are intended to do a great deal toward eliminating the non-progressive teacher, but I am not convinced yet, that they are the best tests of the real teacher, nor do I consider the teacher worth most who holds the highest grade of certificate. Passing the examination simply admits the applicants into the teachers' field or fraternity, his or her ability, or real worth must be determined after a fair trial in actual work.

GRADING COMMITTEES.

The present system of grading is entirely satisfactory in my county, so far as I can see, and has been productive of a much better class of teachers. I think the law a little selfish in not recognizing the diplomas of good training schools for teachers in any and all the States.

SPECIAL TAX DISTRICTS.

There are no special tax schools in my county, for the reason that we have not as yet needed them. Our finances so far have been ample to take care of the schools, but at the present rate of progress I think the necessity will soon force us to the crying need of more funds.

FINANCIAL.

Our school board is clear of debt, but when our financial condition is compared with former years, we feel that our

balance on hand is growing smaller. Our teachers are paid in cash monthly, school terms are for six and eight months. Our desire is to lengthen the terms just as soon as our finances will justify.

On the whole I feel proud of the progress our schools have made and feel that the people of the State are to be congratulated on the very earnest and thorough manner in which you as State Superintendent have made it possible to make such showing.

Respectfully submitted,

W. T. MARLIN,
County Superintendent, Franklin County.

GADSDEN COUNTY.

Quincy, Fla., Nov. 10, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—In response to your request I submit the following in the order suggested:

BUILDINGS.

'We are gradually getting up better school houses. We have assisted in erecting several school houses, such costing between three and four hundred dollars. We aid the people in this way: When they want a school house for any neighborhood we give the specifications, put them to work and when the house is completed and a conveyance of the property is made to the Board of Public Instruction, we pay them for one half of the entire cost. In this way we are by degrees getting nice and comfortable houses for all our schools.

HIGH SCHOOLS.

We had one semi-High School before State aid was offered. We now have a Junior High School in a very flourishing condition, and I understand that there will be an effort to get the benefit of the \$200 State aid appropriation for a school in the county.

UNIFORMITY OF TEXT-BOOKS.

There is no demand for it in this county. I do not favor the system. There appears to be too much monopoly about it and I think that the mechanical work in the make-up of the books would be of such an inferior grade as would make the books cost really more than they do now under the *guise* of *cheapness*. I do not like to be imposed upon by shoddy work, which I understand is the case in some States that have tried uniformity.

FREE TEXT-BOOKS.

Is it desirable that books should be furnished all of the pupils free of cost out of County School Fund? It is not. First, I think that the books would be taken less care of by the children.

Second, It would be a great draft on County School Funds.

Third, It would have almost as much tendency to breed diseases as it would for the children to have clothes in common. I don't like the idea at all. It would have the tendency to get up the feeling of *entire* dependence on somebody else.

I think that the question of free books and state uniformity is in the interest of some one else and not for the benefit of pupils and patrons.

COMPULSORY EDUCATION.

Is such a law needed? Such a law is needed only to a limited extent in our county. I think it would be better were every child compelled to attend school for four months each year from 6 or 7 to 14 years of age, but the great trouble would be in forcing them to do so. The principle is all right.

✓ CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

These are on the right lines. We are gradually concentrating our schools and encouraging the idea. It is really better for both pupils and patrons and insures better teachers.

EXAMINATIONS.

Is a change desirable? I think every change heretofore made in our present examination law has made it a little worse.

GRADING COMMITTEES.

Does the present system give satisfaction? It does. No law on this line would satisfy all the kickers. Under the present examination law, including the present method of grading, our teachers and schools are improving. Please don't listen to the pessimist and fault-finders who always pretend to think that a wolf is in the barn-yard.

SPECIAL TAX SCHOOLS.

We have two in operation established within the last two years, and more are being talked about. The people have to talk about and see the workings of these things for some time before they take a step forward.

FINANCIAL.

Is your school board in debt? It is not. Our warrants are paid in cash on demand as soon as receipted for. We are conducting all school matters strictly on the cash basis. The best men in the county approve of our business methods.

OUR SCHOOL TERM.

The sub-district No. 1 is a nine months school. We have several schools of five and six months' terms and some of four months' term. The Quincy negro school runs six months. All the other negro schools have four months

SUMMARY.

Everybody will tell you that our school system is working better as the years roll by and that most all of our best people are standing by the public schools and a much deeper interest is being manifested every year and we are gradually having better teachers and paying higher sala-

ries and we see nothing to check our progress but foolish legislation.

Respectfully,
J. R. KEY, Co. Supt.

HAMILTON CCUNTY.

Jasper, Fla., Nov. 24, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

My Dear Sir:—I hereby submit the following report of educational affairs in Hamilton county:

BUILDINGS.

During the past two years our board has paid more attention to building new and more comfortable houses, and repairing old ones. Most of our country houses are sealed. A large two-story house has been built at Jennings, at a cost of about \$1,000. This has been done in the main by the patrons there, assisted by their special tax district money.

Altogether our buildings are in 25 per cent. better shape than two years ago.

HIGH SCHOOLS.

Our county High School at Jasper, (Jasper Normal Institute), maintains the full course of twelve grades of the Senior High School course and is doing some very efficient work. We are able to feel the effect of the work of this institution on our teaching force.

A high school of ten grades is maintained at White Springs. The Jennings school may be able soon to be counted in the number of high schools.

I strongly advise the continuance of the appropriation for State aid to High Schools. One dollar in this way will do the State as much good as three appropriated to the regular State schools. Many of these High Schools will

be able to prepare teachers and thus doubly be a paying investment. We find it so here.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We are concentrating schools from time to time as we see best, but are not transporting pupils.

EXAMINATIONS.

Our present law is a good and efficient one. It is often well to let "good enough" alone. It would indeed be a dreadful calamity for anything to happen that would tend to counteract the ground that has been gained. The present laws left alone will tend to continue to elevate the standard. Florida is progressing. Let no backward step now be taken.

GRADING COMMITTEES.

The present plan proves satisfactory here.

SPECIAL TAX SCHOOLS.

We now have three Special Tax Districts. The provisions of the law is all to be desired and they are proving to be both popular and profitable.

FINANCIAL CONDITION.

At the beginning of the present scholastic year our county was out of debt and had a net cash surplus on hand of \$2,800. Two years ago we were several hundred dollars in debt.

Very truly,
J. H. REID,
County Superintendent

HERNANDO COUNTY.

Brooksville, Fla., Nov. 22, 1904.

I submit my bi-ennial report of school operations and conditions briefly as follows:

BUILDINGS.

During the past two years we have lost one school building and contents by fire, estimated total loss of \$500 and have built three school houses and fully equipped them with teacher's and pupils desks and chairs, free text books, charts, maps, etc. The three buildings, including school equipment and water facilities, cost \$1,200. They are one-room frame buildings 20 by 30 by 12 feet.

STATE AIDED SCHOOLS.

Two schools are receiving appropriations from the State appropriation for the maintenance of County High and Rural Graded Schools. The High School so assisted is situated at Brooksville. It is flourishing. State aid has been of material benefit. The Rural Graded School receiving State aid is located at Spring Lake. It is in a prosperous condition, in all probability, and will be a Junior high school next year. State aid has had a most salutary effect, stimulating pupils to greater effort, and parents to deeper interest. The High School is now pursuing the State High School course and the Rural Graded School the State Junior High School course. We are decidedly in favor of continuing the appropriation for the maintenance of these schools. We believe it was a wise move in the right direction. The public revenues of the State could not be spent to better advantage.

STATE UNIFORMITY OF TEXT-BOOKS..

We believe that this would prove the greatest incubus that could be fastened on the State. It would result in a

book trust, that would either increase the purchasing price or cheapen the quality of the text books used.

2. It would fasten upon the State a series of text books, that would remain in use for economy's sake long after the State had outgrown them.

3. The State having once adopted a series, books subsequently produced of a better quality would be excluded. Stagnation would result in so far as text-books could have effect. We are decidedly opposed to State uniformity and all other forms of stagnation.

FREE TEXT-BOOKS.

Thirteen years of practical experience has proven to us that free text books furnished by the county school board out of the school fund to all the schools of the county is the cheapest and best way of supplying children with school books. Educational advancement is untrammelled by financial conditions and the best books in the market are at the command of the county at any and all times. Children get exactly the books they need at the time they need them, and progress is continuous and uninterrupted.

COMPULSORY LAW.

A majority of our people would accept with pleasure a compulsory school law, so adjusted as to enable farmers to have the use of their older children in the farm during the planting and growing season.

CONCENTRATION AND TRANSPORTATION.

We favor concentration of schools and transportation of pupils, but have been unable to put either into operation on account of jealousy of neighborhoods. Neither can be made successful in this section without compulsory education.

EXAMINATIONS.

No better system than the present has yet been suggested for examinations or grading committees. Until we can find a better one, we are in favor of continuing the

present. We are opposed to weakening and, to a large extent, destroying the present system, by lengthening the life of certificates, establishing primary schools teachers of inferior scholarship, and all other schemes recently devised and put into law to enable the ignorant and indolent indigent to butcher the minds of the young. Instead of cheapening the teacher's certificate its value should be increased by better tests of scholarship and teaching ability.

SPECIAL TAX SCHOOLS.

The entire territory of Hernando county is covered by special tax districts. Our people gladly vote the maximum when it is asked for.

FINANCIAL.

The school board is not in debt, and our condition is better than it was two years ago. We are paying better salaries and a majority of our white schools are run eight months. Some of our colored schools have extended their term from four to six months. Our teachers are paid in cash monthly.

OUR STATE SUPERINTENDENT.

In making this our last bi-ennial report to the present State Superintendent, who will retire at the close of this year, we wish to bear testimony to the magnificent work accomplished under his able administration.

We were County Superintendent under his predecessor and during the whole of his three terms, and have been a close observer of the educational progress of the State. Never, in the history of Florida, has greater good been done or advancement made than during his admirable administration, and that directly through his fearless, personal efforts. He retires leaving behind him a complete and efficient educational system as can be found anywhere in the United States.

OUR AIM.

As the people of Hernando county have appointed me to serve them for another four years, I intend to bend all

my energies to the building up of the educational interests of the county, expecting the aid of parents, teachers, state and county school authorities, without which all my efforts of the Superintendent will be in vain.

A. M. C. RUSSELL,
Superintendent.

HILLSBOROUGH COUNTY.

Hon. Wm. N. Sheats, Tallahassee.

At your request I present the following report:

BUILDINGS, LOTS, ETC.

During the last two school years we have either built outright, or added to and enlarged twenty-two school buildings at a cost, paid by the county, mainly through Special Tax Districts, of \$20,012.08. Our bills for repairs have amounted to \$2,612.51, and we have put into the schools, patents desks to the amount of \$2,916.91.

In addition to this, patrons and others interested have added considerably to these figures either by work or by money paid.

Plant City has expended over \$3,000 in buildings not included in the above. The City of St. Petersburg has built a \$14,000 brick building, the first floor of which is used for a part of the St. Petersburg Public School. A liberal and patriotic citizen of St. Petersburg, has built at a cost of several thousand dollars, a large brick building known as the "Annex," which has been placed at the disposal of the schools, as an Auditorium, and hall for the Cadet company and physical culture classes.

Besides this, Special Tax Districts have purchased school lots to the amount of \$6,373.23. Since the 30th of June last we have built two more good school buildings, and added three rooms to another, all at a cost of about \$4,000. This was also done largely through Special Tax Districts.

HIGH SCHOOLS.

We had three high schools prior to the State aid offer. Last term we added three more, and this school year just beginning one more will apply. Two of these are Senior High Schools, and are doing a good work for our County. Our County High School at Tampa has a good physical and chemical apparatus, and will soon have the necessary apparatus for the proper study of Botany and Zoology. It is also well-equipped for a Commercial Course.

Our High School at Plant City has recently put in apparatus for good laboratory work, and they have also an Agricultural Dept.

The St. Petersburg High School is well-equipped for good work in Science and also for Manual Training and Domestic Science.

Our Junior High Schools have given quite an impetus educationally to the communities in which they are located, as well as to the surrounding country, and if the next Legislature will continue the appropriations, these schools will develop into very important educational factors in remote parts of the county. They reach so many pupils that one County high school can not touch.

STATE UNIFORMITY OF TEXT-BOOKS.

I am opposed to State Uniformity of Text-Books for reasons too numerous to mention.

FREE TEXT-BOOKS.

Free text-books will probably come later, but we are not yet financially ready for it.

COMPULSORY EDUCATION.

A wise Compulsory Education Law should be enacted later on, if the seven mill amendment prevails, but just now in this county it would not be desirable. When we have money to enforce it, and to educate all of the children, I would welcome such a law, but not just at this time.

CONCENTRATION AND TRANSPORTATION.

We have tested concentration and transportation quite fairly, the results have been in the main good. It costs a little more, but more pupils attend and the schools are far better.

EXAMINATIONS, GRADING COMMITTEES, ETC.

Examinations should be shorter, and there should be a State Grading Committee, as it is impossible to have uniformity in results without it.

SPECIAL TAX SCHOOL DISTRICTS.

On June 30th, 1902, we had fifteen Special Tax School Districts; we had on the 30th of June 1904, thirty one; since then three others have been organized, and an election has been ordered for one more, and that a very important one. For the school year ending June 30th, 1903, there were expended in cash by Special Tax Districts \$8,207.51; for the year ending June 30th, 1904, the amount expended was \$12,966.89. The amount of Special Tax assessed for the school year just begun is \$22,518.47. Special Tax Districts are quite popular. They provide the only available fund for building purposes, and almost invariably increase the interests in schools.

I believe that they have come to stay and that others still will be organized wherever practicable. Through this tax we have done nearly all of our building; it would, however, add wonderfully to their efficiency, if they were organized for four years instead of two.

FINANCIAL CONDITION.

The total of outstanding warrants June 30th, 1904 was \$36,009.18 with total cash on hand \$11,128.57. Of this \$13,194.29 was for money loaned to Special Tax Districts for building purposes, and is being paid back as each year's taxes come in. The uncollected school tax for the year at that time amounted to over \$10,000, nearly all of which has since been collected and has reduced the outstanding warrants considerably.

Though we are in debt more than we were two years ago, still we have a great deal to show for it in school buildings and good furniture. Our income for the school year upon which we are just entering will be several thousand dollars more than last year, and the income from the Special Tax Districts will benefit the schools far more than ever before.

We had some trouble last year in providing money to pay our teachers promptly, but it was only for a short time.

We usually get money from our local banks, paying 8 per cent. interest.

LENGTH OF SCHOOL TERM.

For the year ending June 30th, 1903, the average length of term was 119 days, for year just closed 113 days, one school suspending at the end of one month on account of small attendance, and thus reducing the average length of term. A number of the schools were taught for 160 days, but the usual length of our country school term is from 100 to 120 days.

SCHOOL BUILDINGS OF NOTE.

Hyde Park, Tampa, has now a very large, comfortable, eight room, brick school house, with ample grounds well adapted for the purpose. The Plant City people have improved and enlarged their school until they now have one of the largest and best brick school buildings in the State. St. Petersburg has a new \$14,000, brick school building that is used jointly by the State Normal and Industrial, and the St. Petersburg public school. The Hyde Park and Plant City schools were built by Special Tax Districts.

We have fine building sites in the First Ward, Tampa, and in Ybor City, and during another year steps will undoubtedly be taken to erect on these, suitable brick buildings, such as Tampa's prosperity and importance demand.

OUTLOOK.

The outlook educationally is very bright in Hillsborough county.

The County Board has recently taken a progressive step in making Prin. J. W. McClung, of the County High School, the City Supt. of Tampa. By close personal supervision of all of the white schools in the City, he is, with the aid of a very valuable and skilled corps of teachers, rapidly bringing about greater uniformity and efficiency. The Board is to be commended for this wise step.

B. C. GRAHAM,

County Superintendent Hillsborough County, Florida.
Tampa, Fla., Nov. 7, 1904.

HOLMES COUNTY.

Westville, Fla., Nov. 14, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—Replying to yours of the 1st inst.

BUILDINGS.

There have been built during the past two years, seven school houses, at a cost of about \$1,500. 100 patent desks have been purchased.

HIGH SCHOOLS.

Number before State aid offered, 2; now in operation, 3; average attendance, of each, about 100; grades maintained, from 8th to 10th. I think it advisable to continue same.

STATE UNIFORMITY OF TEXT-BOOKS.

I favor uniformity of text-books. This would save expense to children attending the different schools, and be advantageous to the teachers.

FREE TEXT-BOOKS.

I do not think it advisable that books be furnished pupils free of cost. I do not think they would take the proper care of them, and in the rural districts a number would attend for a short period of time only, for the sole purpose of obtaining free books. I oppose the free book system unless we can have a compulsory educational law.

COMPULSORY EDUCATION.

I have talked this matter over with the people of my county for the past four years, and think that at least 40 per cent of the people of this County are in favor of such a law, and would suggest as age limit, 7 years to 15 years; term at least 4 months in the year.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have concentrated a few schools with good results, but have not tried transportation of pupils. I think the majority of our country people are opposed to it. Every man would prefer a school near his own door.

MODE OF EXAMINATION.

I do not think a change advisable.

GRADING COMMITTEES.

I think the present system gives satisfaction. I cannot say that it tends to produce better teachers.

SPECIAL TAX SCHOOLS.

We have three sub-school districts in our County. Two have been established during the past two years. About \$500 will be expended by the three districts this year. I think there will be several more in a short while, as the people are showing an increased interest in education.

FINANCIAL.

Our school board is in debt in the sum of, about, \$4,500, which is about the indebtedness of two years ago, although our teachers are paid better than they were two years ago. Our warrants are discounted at 10 per cent.

Our school term is for four months, except the high schools, which have an eight months' term.

Yours very truly,

W. H. MARTIN,

Superintendent of Public Instruction.

Nov. 18th, 1904.

JACKSON COUNTY.

Believing it to be the duty of each Superintendent to report once in two years upon the educational affairs of his County, I beg to submit the following:

BUILDINGS.

During the past two years there have been erected eight new buildings at an average cost of about \$206.25 each. There was spent for repairs of buildings about \$400, making a total of \$2,050 spent for buildings and repairs.

HIGH SCHOOLS.

Until last year we had only one High School in the county, Jackson County High School, located at Marianna. On account of State Aid, Sneads School was made a High School of the Junior Grade. We received from the State \$600 for Jackson County High School and \$360 for Sneads School. There will be two other schools applying for State Aid this year, one for the Junior High School and one for Rural Graded School.

STATE UNIFORMITY OF TEXT-BOOKS.

There has been a great deal said on State Uniformity of Text-Books, pro and con. I am against State Uniformity.

FREE TEXT-BOOKS.

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STATE UNIFORMITY OF TEXT-BOOKS.

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ty on these grounds: (1) State Uniformity will keep out competition, and competition is the life of any business. (2) State Uniformity gives a cheap book, both in price and material. (3) State uniformity is liable to throw the book business into the hands of scheming politicians, who may thrust upon the youth of the country very inferior books, the subject matter considered.

FREE TEXT-BOOKS.

I am against Free Text-Books. The county has no more right to furnish free text-books than it has to furnish free cradles for the babies.

COMPULSORY EDUCATION.

Every school official and every school teacher who has the subject of education at heart, knows there is something needed throughout the length and breadth of the country to make parents send their children to school. In Florida nothing short of compulsory education will do that. I am not in a position to discuss the limitation of such a law, as I have not given the subject the thought that is needed. The Legislature, when such a bill comes before it, should appoint a committee, composed of men of the various vocations of life and who are in perfect sympathy with public education, to draft this bill.

CONSOLIDATION OF SCHOOLS.

Very little has been done in Jackson County towards the consolidation of schools. There is still an idea in this county that there should be a school at every man's door, and the work of concentration must be carried out very slowly.

MODE OF EXAMINATIONS.

- (1) Rudiments of Latin should be added to the subjects for first grade certificates.
- (2) No one should hold over two third grade certificates.

GRADING COMMITTEES.

There should be a State Grading Committee. (1) The questions are uniform because they are the same for all the counties. The grading is not uniform, because each county has its own grading committee. (2) It is not an easy matter to get a competent committee. Some counties haven't the material for grading committees. (3) It is very difficult to keep local committees from knowing whose papers they are grading.

SPECIAL TAX SCHOOLS.

We now have eight special tax school districts, and several communities are arranging to form themselves into special tax districts during the year. Five of these districts have been made during the last two years.

FINANCIAL.

The last of June, this year, found the school funds only \$184 behind. This, we think, is a good showing in view of the fact that four years ago this fund was about \$10,000 behind, and two years ago about \$8,000 behind.

While our school fund was badly behind, yet we never at any time floated our school warrants for discount, but borrowed money at 8 per cent and paid the teachers cash. This year we got what money we need at $5\frac{3}{4}$ per cent.

SCHOOL TERM.

Jackson County High School and Sneads School were the only two schools last year that ran for a term of eight months. The average length of term for the white schools was eighty days, while for the negro schools the average was about seventy nine days. Several of the communities, however, have seen the need of longer terms and have added one and two months to their school terms by private subscription. So far, the sub-district funds have not been much used toward lengthening school terms, but toward improving school buildings, and toward supplementing the salaries of teachers.

Very truly yours,

W. A. McRAE,
County Superintendent.

JEFFERSON COUNTY.

I hereby transmit the following report of the condition of school affairs for the past two years.

BUILDINGS.

I am glad to report a very marked improvement in our School buildings since my last biennial report.

All of our best school houses (15 in number) have been given two coats of white paint, improving their appearance very much. Four have received substantial improvements, and we have built four new houses. Two of these are large three room houses, which with their furnishings cost \$1,500 and \$2,000 respectively. The total cost of the improvements on school buildings for the two years, was \$3,921.49.

HIGH SCHOOLS.

Before the State aid was offered, we had only one High School in this County; we now have four, and maintaining these schools have given a decided stimulus to the interest of our people in educational matters. If the State finances will permit, we very strongly advise that the State continue their appropriations for the maintenance of these schools for in no other way can the money be better expended.

STATE UNIFORMITY OF TEXT-BOOKS.

Of course, it is advisable that a certain amount of uniformity in the text-books used in the different counties be maintained for the convenience of those who have to move from one county to another, especially in the lower grades; but this is now largely the case owing to the benevolent interest of the American Book Company. In the higher grades, and in our High Schools, I favor a greater latitude in selecting books, as a selection better adapted to the needs and demands of different schools could be had, if unrestricted in this matter.

FREE TEXT-BOOKS.

We are opposed to Free Text-Books on principle; it is carrying paternalism a little too far. The parent that will not buy the necessary books for his children, would not send these children if free books were provided. We are opposed to free text-books also for financial reasons:—When all of our more pressing needs, such as better school houses, better equipments, and better teachers have been provided, it will be time enough to talk about "free text-books." We are opposed also on account of the fact that in this County there are four negro children to one white, and our finances are taxed to the utmost to provide them with schools and teachers, much less to furnish them with free text-books.

COMPULSORY EDUCATION.

Compulsory education is all right in theory, but under present conditions, it would not do in this County; and even if the conditions were more favorable; yet the expense of enforcing such a law, would add about 25 per cent. to the expense of maintaining our schools.

MODE OF EXAMINATION.

While there are certainly some reforms that might well be made in the present way of testing applicants for certificates, yet on the whole the laws governing examinations are not bad. A lax enforcement of these laws, and an injudicious selection of Grading Committees, are the most fruitful causes of complaint against the system. We think that the questions heretofore given, have been unnecessarily difficult; and this fault has been more marked in some studies than others; where the idea seems to have been to set pitfalls for the unwary, rather than to test the knowledge of the study.

GRADING COMMITTEES.

The present system is all right where a Superintendent will, and can appoint only careful, pains-taking, and conscientious, teachers, holding not less than first grade certificates, as a Grading Committee.

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GRADING COMMITTEES.

The present system is all right where a Superintendent will, and can appoint only careful, pains-taking, and conscientious, teachers, holding not less than first grade certificates, as a Grading Committee.

SPECIAL TAX SCHOOLS.

There are no Special Tax Schools in this County. So far there has been no demand for such schools, and we have been able to maintain a suitable school in any community that required anything better than the ordinary ungraded school.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We are convinced that in this plan lies the only solution of the problem of improving the rural schools. We have, against much opposition on the part of the patrons of the different schools to be united, combined three schools in a community where such a combination was practicable. The school house was built at about the centre of the school population, this house is a roomy, attractive building with three rooms; and the children from the two other directions are hauled to this school house by two large vans, that can seat 25 scholars, each, two horses being required to draw them. This school has been a great success from the very day it was opened, the enrollment of the three schools, while separated was 80, with an average attendance of 60; the enrollment of the consolidated school is 90, and the average attendance 75. The cost of maintaining the present Consolidated school is greater than that of the three separate schools, but when the increased attendance, and quality of the instruction imparted is considered, there can be no possible comparison as to the relative value of the two systems. Whenever the conditions are favorable, the policy of the Board will be to consolidate, and transport; as one consolidated school in operation has abundantly demonstrated the value of this system.

FINANCIAL CONDITION.

Our financial condition is much better than it was when we made our last biennial report. At that time we were in debt to the amount of \$59.55. My report for the last school year shows a cash balance in our favor, of \$903.39, and this notwithstanding the fact that we have paid for new buildings, and repairs alone during this time \$3,921.49.

SCHOOL TERMS.

The policy of our Board is to lengthen school terms, wherever the average attendance indicates a desire on the part of patrons for a lengthening of the term. Five of our largest schools have terms of eight months, and the average term of the white schools is over six months.

Respectfully,
J. H. GIRARDEAU,
County Superintendent.

LAFAYETTE COUNTY.

I was elected to the office of Superintendent for the county of LaFayette in November, 1899, taking charge of the office Jan. 1st, 1900, with \$4,842.92 debt hanging over the educational interest of the county, with 755 children enrolled. My chief aim has been to free the county of debt. Although there has been \$1,087 spent for supplies, furniture etc., the enrollment has increased to 1016. There have been seven special tax school districts established. November the 1st, 1904 the school board stands with \$4,083.35 in the treasury clear of all indebtedness.

J. P. ABBOTT,
County Superintendent.

LAKE COUNTY.

Hon. W. N. Sheats, State Supt. Public Instruction.

Dear Sir:—In compliance with your request of recent date, I cheerfully make this general report of the work of the Lake county schools for the last two years.

21 S.

BUILDINGS.

We have in the last two years erected four new frame buildings at a cost of about \$950. Three of them are small one-room buildings, the other a two-room building that will accommodate about one hundred pupils. In buildings and repairs the county has invested in two years \$1,325 and the citizens have contributed in work from four to five hundred dollars. Practically all of our buildings in special districts, and many in other districts, are now in good condition.

HIGH SCHOOLS.

We have a Senior High School at Leesburg and a Junior High School at Eustis. The enrollment in the Leesburg school last year was 245, in the Eustis school 86. The Leesburg school has six teachers; the Eustis school three and will probably have four this year. Each of these schools maintained the same number of grades before the State Aid Fund was granted as they sustained last year, but that fund has helped to increase the term in one of them and to repair the buildings in both of them. I am in favor of continuing the State Aid Fund, providing county boards will use it as a means of lightening the draft upon the county funds in sustaining the High Schools and thereby be better able to improve the condition of the county schools also, but it would not be wise or just to continue to build up the High Schools at the expense of the whole people and permit the country and village schools to remain in a crippled condition for want of good and comfortable buildings and competent teachers.

FREE TEXT-BOOKS.

The principle of free text-books is a good one if the school fund is sufficient to provide other necessary conditions and text-books also, but suitable buildings, competent teachers and a school term of sufficient length should be provided first. I fear that all these conditions have not been fully met in many counties of this State. This is a question, however, that should be left to the individual county. The conditions for providing free books are much more favorable in some counties than in others.

COMPULSORY EDUCATION.

As long as the usual average attendance in the various counties of the State runs at only 65 to 70 per cent. of the enrollment, and in some counties as low as 55 per cent. some inducement should be made potent enough to secure a better attendance. While many of our people would favor a liberal compulsory law there are some who would oppose it.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

This system has been practiced in this county to a limited extent. The results have, in our opinion, been favorable from the standpoint of successful teaching and economy, but if it had been carried to a greater extent I cannot say that the system would have been economical. Where the concentrated school requires as many teachers as the separate schools required the system becomes more expensive from a financial standpoint. Our people are divided in their views as to the desirability of concentration. I believe a majority of them oppose its being carried to a great extent.

MODE OF EXAMINATION.

The present mode of examination is fairly satisfactory in this county. If the former system of special examinations by the County Superintendent were restored it would often be helpful to us. I am not prepared, however, to speak of the merits of that system in the State at large. The county grading committee is more satisfactory in this county than any other system would be. The next best system would be the Judicial district or Congressional district committee.

SPECIAL DISTRICTS.

We now have in this county fourteen special tax districts comprising eighteen different schools. Eight of these districts have been established within the last two years, and we have reason to believe that nearly all districts of the county will be made special within the next

year. The system is popular and grows in favor. The people realize that by the special tax they can have a longer term of school and meet the incidental expenses without annoyance, inconvenience, or burden upon any one. No district established under the present law has been abandoned.

FINANCES.

Our school finances have in the past been in good condition, but as teachers' salaries and other expenses have increased and there being no increase in our school fund the surplus has gradually decreased. Our school warrants for all purposes are paid at par but we have to borrow money through the winter months. We get money at $5\frac{1}{2}$ per cent. interest.

SCHOOL TERM.

The county fund alone has sustained all white schools six months and the special districts have continued their schools from one to three months longer. Not having colored teachers enough to supply all of our colored schools, those which we have teach five months in their first positions and then enter the vacant schools and teach five months.

SHORTAGE OF TEACHERS.

One great difficulty in this county, and apparently in other counties, is to secure enough teachers. Teachers, especially male teachers, are apparently becoming scarcer in many if not all parts of the State. Salaries in other lines of labor are better than in teaching, consequently young people enter other lines of business that offer better incomes. The remedy for this is the means of paying better salaries or securing longer school terms.

Very respectfully,

J. C. COMPTON.

LEE COUNTY.

Three new buildings with additions to six others have given to Lee county the room needed for her schools.

Lee county High School at Ft. Myers through its pupils examined in other sections proves its merit.

STATE UNIFORMITY OF TEXT-BOOKS.

This is not only favored, but without help from me is urged by many voters with the hope of cheapening the books.

FREE BOOKS.

Would shorten the terms at least one month unless the vote of the people will give more money. The people should be required to pay something.

THE COMPULSORY SYSTEM

Would, in a sparsely settled State like Florida, work a hardship outside of our cities.

TRANSPORTATION OF PUPILS.

Has been practiced as much as could be asked in a county with the disadvantages of Lee.

MODE OF EXAMINATION.

The examination law may be improved in some minor particulars, but taken as a whole, grading committees and all, we feel something must be overcome before change will be helpful.

SPECIAL TAX DISTRICTS.

We have eight and a few weeks will make more than fifty per cent. of our schools sub-districts.

OUR FINANCIAL CONDITION

Is first class. Teachers salaries are reported higher and the school term longer than most counties. Six months being the shortest term, except for a few new schools.

JOS. F. SHAND,
County Superintendent.

LEON COUNTY.

Tallahassee, Fla., Nov. 9, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—I take pleasure in sending a condensed report of school operations in Leon county. We have no cuts of school buildings, since the remodeling of our best buildings.

BUILDINGS.

The number of buildings owned by School Board is 56. Buildings and repairs amounting to nearly \$1,000 have put our school buildings in a very good shape.

HIGH SCHOOLS.

There are two High Schools in this county, both established since State Aid was offered. Ten grades maintained, no perceptible effect on county system, attendance very good. It is urged that State Aid be continued for maintenance of said schools.

STATE UNIFORMITY OF TEXT-BOOKS.

There is absolutely no demand for State Uniformity of Text-Books in this county.

FREE TEXT-BOOKS.

In our county there are a large per cent. of non-tax-paying patrons of the public schools, and it would be un-

just to the tax-paying patrons to use the County School Funds to furnish Free Text-Books to *all* pupils.

COMPULSORY LAW.

A law in favor of compulsory education is not needed in this county.

CONCENTRATION AND TRANSPORTATION.

Last school term we had our first experience in concentration of schools and transportation of pupils. We do not consider it advisable to continue this system.

SYSTEM OF TEACHERS EXAMINATIONS.

Our teachers are making improvement and it is the result of preparation for examination. There is demand for better teachers, State Normals, and Summer Training Schools.

I am not in favor of changing the present Grading System. I hear no complaints, and the majority of the prefer it to a State Examining Board.

SPECIAL TAX SCHOOLS.

We have no special tax schools, and there is no indication that we will have any in the near future.

FINANCES.

Our School Board is not in debt, teachers paid monthly in cash.

SCHOOL TERM.

The average length of school term in days is 115. There is always a demand for longer terms. We hope to have longer terms soon, as the patronage justifies the demand.

Respectfully,

C. W. BANNERMAN,

Supt. of Leon County.

LEVY COUNTY.

Bronson, Fla., Nov. 10th, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—In compliance with your request to furnish for your Bi-ennial report a special report from Levy county, I beg to hand you the following:

BUILDINGS.

Within the last two years we have erected four very substantial school houses in the country, at a cost of about \$1,000, of which \$800 was directly furnished by the county. These buildings are frame houses.

In addition to the new buildings, we have spent in the way of repairs \$500 not included under the head of repairs, we have also expended \$350 for painting school houses, a total of \$1,650.

HIGH SCHOOLS.

For several years we have operated an 8-months school at Bronson and have always admitted the pupils from other schools after the close of the 5-months term usual to the rural schools.

This school was the pioneer "Sub-District" school of the county and, because it was first, had the opportunity to include such amount of territory that would yield sufficient revenue which, together with the county appropriation, would give an eight-months school; and thus we have had for some years, at Bronson, a so-called High School. Since the granting of State Aid and the law appertaining has made the requirements such, we have had to move up our Course of Study. We now maintain a Junior High School at that place.

Nothing has happened within recent years that has made people interested in the establishment of longer terms and better schools than has this last provision of law granting State Aid to Rural and High Schools. We

sanguinely expect this one act to quicken the school interest in this State.

STATE UNIFORMITY OF TEXT-BOOKS.

Until there has been placed before me reputable evidence that State Uniformity will and does give the same book to the children at a less cost than under County Uniformity, and that, too, without cheapening the book either in matter or material, I cannot consent to any plan under the guise of State Uniformity that merely proposes to "change" a plan.

For, if there should be State Uniformity and the adopted books should happen to be different from the ones we are now using (somebody would have to change), the people of this county would be heavy losers, and would have to go to the "plan" for satisfaction and not to the quality or the price of the book.

If any company will furnish us with the same or as good a book for less money we are ready for that arrangement which will save to the people.

I cannot agree to any plan that has for its object the putting out of one book company and the putting in of another when there is nothing to be accomplished by the operation for the people.

COMPULSORY EDUCATION.

For twelve or more years I have heard the people of this county wish in the bottom of their hearts that there was a law to force some people to send their little children to school—the school house often within one half mile of the pupil. Now whether this would work when applied to himself is, perhaps, another question.

But one thing is certain: The children attend school in this county, easily, 65 days out of 100; and if the average child can, without any trouble, attend school 65 days, I fail to see how it will work any hardship on that same child to compel him to attend school 60 days.

A law that will require 60 days attendance on the public schools of the county can not possibly disturb those who are already enrolled; and those who are not on the Register should be forced to get on it, unless there is legitimate reasons why they are not enrolled.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

This county has no experience in transporting pupils from home to school in vehicles furnished by the public.

Quite a deal of talk favorable to the plan has been indulged in both by school officers and some communities.

I believe that the time for such a radical change in school economy will surely come just as soon as the people of two or more adjoining communities are intensely aroused to the importance of their children's education, and the further fact that the usual country school will not nor can not furnish that kind of education which they are then awakened to.

Education is, I think, graded; and the people generally get about the grade that they feel they want.

Poor people in the country need a good kind of education, just the same as "town-folks" and I believe that this plan will furnish that kind.

TEACHERS EXAMINATIONS.

If a County First Grade Certificate certainly meant a uniform standard of knowledge, not to say of qualifications (which it ought to) then County School Boards might know that no injustice had been done Second Grade Teachers when there existed a schedule of salaries by which teachers are paid owing to the grade of certificate held; for, sometimes a Second Grade Teacher seems to know more and teach better than the First Grade.

There is a suspicion that Grading Committees do not do their duty, whether by design, indifference, or ignorance is not known.

A certificate that insures stability of qualities is found, if at all, in something beyond a County First Grade, and these are so hard to obtain and requires the passing of an examination in Sciences and Languages.

Counties now need and are able to pay for, a certain Grade of Certificate which was thought to be signified when the term County First Grade was legalized.

The present standard of Examination Questions is high enough; neither is it desirable to lower it.

But in order to give to school officers and the public generally a greater confidence in the County First Grade Certificate something will have to be done. I would recommend that a form of oral examination be required of the applicant for a First Grade, that his examination be given not only on the oral but the written, by a competent committee, one to each Judicial Circuit.

The successful applicant for this First Grade should not then be required to take another examination for five years, and when he has obtained two such certificates he should be exempt from examinations.

All teachers should be made to know that there is a day when they will be exempt from examinations, and reasonable provisions by law ought to be made at once.

A review of the educational movements of this state for the past ten or twelve years will, I think, reveal these facts: When the "Sheats" Examination Law was put into effect there was required of the teaching force of this State a degree of qualifications out of proportion to the salaries at that time paid; since then, through the means of Special Tax Districts and State Aid, there have been created salaries out of proportion to the teaching ability of even the First Grades, unless they happen to be good ones.

We do not need any lowering of the standard set for teachers, but we do need better teachers.

Some teachers are paid too much; most teachers are not paid enough. The money that is extravagantly laid out in some salaries is not wasted, for there is created a pride of community in maintaining this supposed high standard that is to them alone represented in the wage of the teacher.

SPECIAL TAX DISTRICT SCHOOLS.

It took some time for our people to find out what good there is in long terms and better salaries; and when the few Districts that we had prior to 1900 did begin to prove their value when it seemed for a while that we were about to have the entire County included in Districts.

While we have only 14 Districts we have fully two-thirds of the 940 square miles of Levy's territory included in these 14 Districts.

We are having some fine schools in these Districts. We have established six of these within the last two years, and have on foot the establishing of two others.

These District schools have done much to arouse the people to the advantages of good schools.

Very truly,
S. PHILIPS,
Co. Supt. Schools.

LIBERTY COUNTY.

In compliance with your request I respectfully submit the following brief report of the progress of the Schools of Liberty county for the past two years.

CONDITIONS AS I FOUND THEM.

When I entered upon the duties of this office in June, 1903, I was somewhat embarrassed by the condition in which I found its affairs. The records of the office failed to show clearly what the school operations had been since the last be-ennial report. Three of the largest schools in the County had just closed, but no monthly reports, final reports, or registers of the schools could be found in the office.

BUILDINGS.

On account of limited funds we have to go slow. In the past two years, three one-room framed school houses have been erected, the School Board furnishing the material, the patrons doing the work. Cost of buildings and those repaired about \$400. All school property is being taken care of, and as fast as our finances will permit improvements will be made.

HIGH SCHOOLS.

In 1894 the School Board of this County built a good house, and established a County High School at Bristol, but for the want of funds to employ competent teachers and meet other necessary expenses, the school failed to accomplish the objects for which it was designed, and for several years the house stood as a monument of hopes not realized.

The present school officials, being impressed with their responsibilities and the importance and the necessity of improving the conditions of our schools, resolved to accept the aid offered by the State, and re-establish the County High School. The house was accordingly overhauled, repainted, and some additions made to its equipments; competent teachers were employed and the school opened to all white children in the County, for a term of eight months. The enrollment was about 100, eight grades maintained, and patronage received from all parts of the county. The course of study adopted embraces a primary and a High School course, one of the objects being to meet the requirements of a First Grade Certificate. I favor the establishment of at least one High School in every county in the State, and think that State aid should be continued for their maintenance.

STATE UNIFORMITY OF TEXT-BOOKS.

I am opposed to any change in the Text-Book law. To change the present system to State Uniformity, would necessitate the expenditure of an immense sum of money for books, many of which, might not be as good as the books now in use. We have good text-books now, and I believe that we have the ability to pass on the merits of others as we need them.

FREE TEXT-BOOKS.

I am opposed to free text-books, and don't think it advisable, for this or any other County with a small school fund to undertake to furnish books free of cost out of the County school fund.

COMPULSORY EDUCATION.

A law of compulsory attendance seems to be very much needed, but I don't think that a majority of our people would favor it. We are not prepared to enforce such a law if we had it. Compulsory attendance without free books, would in my opinion be a failure, and I don't think that we should undertake enforced attendance until our county and State funds are sufficient to meet the consequences. I believe that if we could make our schools and their environments more attractive, provide better houses, better equipments, and better teachers, we would to some extent solve the problem of attendance.

MODE OF EXAMINATION.

I can see no necessity for a change. A faithful and discreet execution of the present law is all that is necessary to raise the standard of education.

CONCENTRATION OF SCHOOLS.

Our County is not sufficiently settled for us to accomplish anything in the way of concentration of schools, consequently nothing has been done along that line.

GRADING COMMITTEES.

I am satisfied with the present system, and don't think that a change to a State Committee would tend to the production of better teachers.

SPECIAL TAX SCHOOLS.

We have no Special Tax Districts, and there is apparently no desire on the part of the people to establish them.

FINANCIAL.

Our school fund is in good condition, we have no outstanding indebtedness, all warrants are promptly paid on presentation to the County Treasurer. I am pleased to state that the County Commissioners have given us the maximum levy of five mills for the last two years, and we

hope to be able to have longer terms for our schools next year.

In conclusion I will say that our people are beginning to take some interest in the education of their children. The outlook is encouraging, and I hope that two years hence a more favorable report may be submitted.

Very respectfully yours,

T. H. JACKSON,

County Superintendent of Public Instruction.

MADISON COUNTY.

Madison, Fla., Nov. 4, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—I have the honor to report to you the condition of school affairs of Madison county for the years 1902 1904.

BUILDINGS.

Erected 40, repaired 15, total cost \$12,560.

HIGH SCHOOLS.

High Schools 1, attendance 200, grades maintained 10. The State aid plan is not generally accepted among the masses favorably.

STATE UNIFORMITY OF TEXT-BOOKS.

The plan is not favored among the people, because they desire a more unified system.

FREE TEXT-BOOKS.

This idea is not popular from the fact that it curtails the length of the terms heretofore taught.

COMPULSORY EDUCATION.

Such a law if properly framed would, I think, meet the approbation of our most intelligent population. It could gradually be strengthened in the interest of the children.

CONCENTRATION OF SCHOOLS.

I think the law as it now stands is sufficient in authority. School Boards now have all the power necessary in this direction. They need, however, a little more backbone.

MODE OF EXAMINATION.

I do not recommend any change in this direction for the reason that any conscientious examiner under the present law can be just to the State and examinees.

GRADING COMMITTEES.

The present system certainly tends to the production of better teachers, and I have no hesitancy in saying that if Boards and Superintendents are honest there is no reason why justice should not be done to all parties concerned.

SPECIAL TAX SCHOOLS.

Now in operation 1, amount expended for same \$300. The reason why no more are in operation in this county is due to the lethargy of the people themselves.

FINANCIAL.

At the end of the last fiscal year the school fund of this county had to its credit \$2,760.94. Our teachers bills and all other bills against the school fund are promptly paid in cash when due. The average length of school term for whites is six months. For negroes, two and one quarter months. From the fact that this is an agricultural county we are giving the people all the school they want. In other words the school system of this county is entirely satisfactory to the majority of the people.

RECAPITULATION.

In four years time Madison county has moved from log school houses into commodious and comfortable frame buildings supplied with all the modern apparatus necessary to the best school work; but the great and crying demand is "intelligent teachers."

From an indebtedness of \$3,000 we have emerged and expended twelve thousand dollars in improvements and still have a balance of \$2,760.94 as aforesaid.

Very respectfully,

J. A. HUGHES,
Co. Supt.

MANATEE COUNTY

In compliance with your request I submit the following report of the condition of the schools of this county:

BUILDINGS.

During the past two years we have*erected seven (7) new buildings costing from \$200 to \$1,300 for buildings and equipments, making a total of \$5,225. A large part of this was paid out of the special tax fund.

HIGH SCHOOLS.

We had two High Schools before State aid was granted—and we have three more which are aiming to reach the standard to get a share of that fund. I think the general effect has been good, and I would recommend a continuance of the appropriation.

UNIFORMITY OF TEXT-BOOKS.

I do not think there is a demand for it. I am opposed to it as it leads to monopoly and an inferior quality of
22 S.

books, besides it has not given satisfaction where it has been tried.

FREE TEXT-BOOKS.

I do not favor free books because it would cripple the general fund and the books would not be cared for as they are now.

All children who are unable to buy books are furnished out of the special tax fund.

COMPULSORY EDUCATION.

Such a law is needed and a large majority of our people favor it. I would suggest a small fine to be increased if the offense was repeated.

CONCENTRATION OF SCHOOLS.

Nothing has been done because a large majority of our people are opposed to it. Every effort we have made has failed.

MODE OF EXAMINATION.

I see no reason for a change, as the present system has worked very well.

GRADING COMMITTEES.

The present system has always given satisfaction in our county, and I do not see how it could be improved.

SPECIAL TAX SCHOOLS.

We have no special tax schools, but quite a number extend the time two or three months after the county term expires, while still more supplement the teachers' salaries.

FINANCIAL.

Our Board is in debt about \$2,000 incurred during the past six months. But for that we would be clear of debt. Warrants are all paid cash. We have five schools that

run eight months, the others run five. But the attendance in the country is not good longer than four months.

JAMES LAYNER,
Co. Superintendent.

MARION COUNTY.

Ocala, Fla., Nov. 22, 1904.

I am again glad to submit to you the condition and progress of the schools of Marion County, for the two years ending June 30th, 1904.

Marion county is still trying to keep abreast with the advanced educational progress of the State and country. While we do not blow and advertise our schools quite so much as some others, a recent visit to the Tampa South Florida Fair, where many counties and schools had excellent and creditable exhibits, convinces me, that we have as good a school system as any county in the State and that our High and Graded Schools are doing the very best work.

BUILDINGS.

Within the last two years we have erected a number of nice buildings. To the Ocala High School, have built a \$2,000 addition, at Reddick and Folksville, we have just completed a \$1,000 building at each place; at Dunnellon, we have in progress a building, which will be completed by the first of January, that will cost \$3,000; at Ft. King, a small country school, we have built a \$250 building. In each instance we have had an architect to plan the building, which is built on a plan that will afford the greatest comfort and the best health.

We are spending about \$2,000 per year on repairs. In both new buildings and repairs, the county and district spends about an equal amount.

HIGH SCHOOLS.

Nothing has stimulated our schools more than the State aid for High Schools. Before the Legislature granted this

aid we had one High School and two Junior High Schools. We now have I believe, the best High School in the State at Ocala. At Citra, McIntosh, Dunnellon, Reddick, Blitchton, Belleview, and Anthony of the white schools, at Fessenden Academy at Martin and Howard Academy at Ocala, colored schools, we have the full ten grades and are running the full eight months, which constitutes the Junior High School. In fact Dunnellon, McIntosh and Citra are teaching many of the studies of the eleventh and twelfth grades and will soon meet all the requirements of a Senior High School.

I think it will now be a great blow to the public schools for the next Legislature, not to make further appropriations for these schools. I believe no appropriation can result in more real benefit, and I hope it will appropriate \$100,000 per annum for High and Graded Schools.

STATE UNIFORMITY OF TEXT-BOOKS.

I strongly favor a State Uniform System of Text-Books. I have given the subject considerable study and can see no argument that applies to County Uniformity that will not apply with equal force to State Uniformity.

The only difference between any of us, it appears to me, is what shall constitute the unit of uniformity, one says the State while the other says the county. The same argument for or against, can certainly be applied to either. According to our laws, it will soon be time for every county in the State to adopt text-books for five years, and whether we have State or county uniformity, there will be a great change over the State in text-books. Making them uniform throughout the forty-five counties will not incur any more expense than will be brought about by the counties acting separately. I think this Legislature should appoint a committee to investigate and ascertain the books now being used in each county, and then act with the aim of securing the best books regardless of cost.

That committee should be empowered to make such adoptions as in their judgment are best.

I feel sure that at least 60 per cent. of all the books that a wise committee will adopt, will be books already being used in the State.

FREE TEXT-BOOKS.

On this subject I have given but little thought, and with six to ten or twelve years, and if that works, increase it out more study I would be opposed to Free Text-Books. I have not space here to give my reasons, but I believe somethings can be too free.

COMPULSORY EDUCATION.

I am heartily in favor of a compulsory education law. As I have said before, I believe society, the business and progress of the country all demand it. I believe a good majority of the people of Marion County would now support such a law, and if we had the negro out of the question, at least 90 per cent. of the whites would strongly favor such a law. I hear many say that they are in favor of a compulsory law, but do not think the State is ready for it. I have found that a great many people, often a majority, never get ready for the very things that have advanced the country and resulted in great reforms, until it had been forced upon them, then they accept the change, rejoice over the result, and for no consideration would they return to the former condition.

Let us start with a limited compulsory law, say from six to ten or twelve years, and if that works, increase it afterwards.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

The Concentration of Schools and Transportation of Pupils is decidedly successful in the six places tried in this community. We have advocated the uniting of schools and transporting pupils where practical for about 4 years. At first, it was very hard to get the patrons of any of the small schools to consider such a proposition, but now it is favorably talked of all over the county. We now have six wagons in operation. In the six schools closed by conveying children to central schools, we are saving \$35 per month, getting the children to much better schools, and giving them eight months instead of five. The average attendance is about 20 per cent. better than when they attended the small schools.

We are combining schools and conveying children, purely by moral persuasion and not by force. Each year we have one or two new applications to close a school and convey it to the next school, or they are willing to unite and meet on half way ground.

We have about eight more schools, I believe, would be much better if they were united with other schools, and I believe within the next two or three years they will all ask for the opportunity. I believe a superintendent and Board can make a great mistake by combining too many schools and by forcing patrons against their will, but with the proper precaution it can be made a great success.

SPECIAL TAX SCHOOLS.

We now have twenty-seven organized special tax school districts. In the territory of the special districts, there are located 29 white and 28 colored schools. It includes one half of the county and two-thirds of the population.

The special districts have greatly assisted in advancing the standard of our schools to the present high state of proficiency. each district has increased the length of its school term and, in most instances, has supplemented the salaries of teachers, thereby enabling them to secure more proficient teachers and a longer term of school. There is no disposition on the part of the people to discontinue any of the districts organized. At the last election nearly all of the districts increased their millage to three mills, and new petitions are continually coming in for new districts.

TEACHERS.

We have the best corps of teachers this term, that we have ever had in the county. While good teachers have been hard to secure, we have spared no means to get the best. I can see a decided improvement in nearly all of our teachers, who have continued teaching for a number of years. With the aid of the districts, we are now paying better salaries than ever before; and this enables us to keep in touch with professional teachers. In Ocala we pay \$125 per month to the principal and \$75 per month to each of two assistants.

At Dunnellon we pay the principal \$100 per month and \$75 per month at Citra, McIntosh, Blitchton, and Belleview.

FINANCIAL.

The financial condition of the county is better, than at any time for twenty years. For the last two summers we have paid all outstanding warrants and have had a small balance left, with which to begin the next term.

Last year our total resources including the appropriation by the Legislature, to the High and Graded Schools, the special district taxes and everything, amounted in round numbers to \$42,000.

Respectfully submitted,

W. D. CARN,
Superintendent.

MONROE COUNTY.

NEW BUILDINGS.

One old building moved to another site, and remodeled with addition of two more rooms, making in all six rooms. Total cost of moving and remodeling \$4,000.

HIGH SCHOOLS.

Under the law, all public schools are required to arrange for all pupils who desire a high school education. The pupils in Key-West, are generally taken from the schools when completing the intermediate grades. I deem it unwise to establish the high school as a separate institution, and their continuance as such, an injury to the cause of public instruction.

STATE UNIFORMITY OF TEXT-BOOKS.

I favor State Uniformity of text-books: The same arguments applying to county uniformity, apply with more

force, to State Uniformity; and I am sure that no one will gainsay the statement,—that the State Board of Public Instruction, is equally if not more competent than the majority of the County Boards to select books.

FREE TEXT-BOOKS.

I consider that the giving of free text-books to the schools, in a measure, tends to pauperize the people, and lower the appreciation of public school education. It is altogether infeasible, as the cost of the books would leave no money in the school fund to run the schools more than four months.

COMPULSORY EDUCATION.

I consider compulsory education as incompatible with personal rights. It is also impracticable without first providing for the building and equipment of sufficient schools to accommodate the largely increased number which would have to be provided for.

CONCENTRATION OF SCHOOLS.

I believe in concentration of schools, when the environments are such as to render it practicable.

EXAMINATIONS.

I do not believe in any examination after the first, the strain of constant expectation of examinations is demoralizing to the teachers; and experience shows that by the system of "cramming" many a teacher takes First Grade with ever possessing a single qualification of a good teacher. I would advise that the questions be furnished by the State Superintendent, as is now the case, and that the County Superintendents be required to personally conduct the examinations in such manner as to preclude the possibility of cheating, and that the papers be referred to a central grading committee at Tallahassee. This method is the fairest, and avoids all complications with the local grading committees.

SPECIAL TAX SCHOOLS.

I see no necessity for Special Tax Schools. There should be a sufficient tax levied by the School Boards to render such course unnecessary.

SCHOOL TERM.

The school terms for both whitefolks and negroes in Key-West is eight months. The schools outside the City are all for whites, and small, with terms of eighty days.

FINANCIAL.

School report of expenditures for year ending July First, 1904, appended.

Amount brought forward from last year....	\$ 2,139 25
Received from County Levy.....	9,474 70
Received from Poll Taxes.....	1,782 00
Received from Interocean Telegraph.....	15 00
Received from Apportionment interest on State School Fund.....	383 69
Received from Apportionment of one mill tax	1,244 40
Dividends from Key West Bank.....	266 75
Received from Dr. Harris....	800 00

Total receipts\$ 16,105 79

Expenditures.

	Whites	Negroes	Total
Buildings	\$ 3,346 72	.....	\$ 3,346 72
Repairs	200 00	.....	200 00
Insurance	250 00	.....	250 00
Rent .....	.....	\$ 199 92	199 92
Janitors	480 00	144 00	624 00
Salaries of Teachers	6,680 00	2,720 00	9,400 00
Total	\$ 10,956 72	\$ 3,063 92	\$ 14,020 64

Expenses of Administration.

Salary of Superintendent.....	\$ 690 00	
Traveling Expenses	50 00	
Per diem of Board	72 00	
Commission of Treasurer.....	69 91	
Incidental Expenses	130 00	
Expenses, Examination	35 00	
All other Expenses	80 44	1,127 35
Total	\$1,127 35	\$ 15,147 99

Total Amount of Warrants issued.....	\$15,147 99
This years warrants unpaid.....	3,145 79
This years warrants paid.....	12,002 20
Old warrants paid	1,546 34
Total warrants paid	13,548 54
Cash on hand July 1st, 1904.....	2,557 25
Financial Total—Equals Total Receipts	16,105 79

J. V. HARRIS, M. D.,
Superintendent Public Schools.

NASSAU COUNTY.

Fernandina, Fla., Nov. 14, 1904.

Hon. W. N. Sheats, State Superintendent Public Instruction.

Dear Sir:—In reference to yours of Nov. 1st, and in reply to your inquiries, I beg to answer as follows:

BUILDINGS.

Number erected during the past two years are three frame buildings, cost of buildings, \$590; cost of furnishing, \$150; total cost of new buildings, \$740; cost of repairs on brick buildings, \$270; on frame buildings, \$380; total cost of repairs, \$650; total cost of building and repairs, \$1,390.

HIGH SCHOOLS.

We have one white High School, with an enrollment of 180 pupils. Grades are maintained from the first to eighth grade, including, and also the two Junior Grades of High School, one colored High School, enrollment for year ending June 30, 1903 was 225 pupils, for the year 1904, 347. Grades maintained from first to eight inclusive. Also two Junior Grades of High Schools. Since receiving appropriation from State we have employed an extra teacher in each school and also raised the salaries of teachers in the white High Schools.

STATE UNIFORMITY OF TEXT-BOOKS.

State uniformity of text-books appears desirable, there is no demand for it at present; but I favor the system in as much that uniform examinations would be possible; when pupils remove from one locality to another and are subject to a review for classification, or for admission to our higher State institutions for learning.

FREE TEXT-BOOKS.

I do not think it advisable to furnish text-books free to pupils out of county school funds. Besides, being an extra expense to the county, the pupils will not take proper care of text-books given them, and the majority of our patrons can well afford to supply their children with text-books.

COMPULSORY EDUCATION.

I believe that compulsory education of elementary studies, such as reading, writing, and the elements of arithmetic, would be very beneficial to the State, as it would obliterate ignorance in a large degree.

I do not know what percentage of our population favor such a move, but I believe that by limiting the compulsory education to a term of three years, and to elementary branches, that it would be almost unanimously endorsed.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

Concentration of schools and transportation of pupils appear desirable, but nothing so far has been done in this line in Nassau county, owing to the distance and small population of the county the problem would be hard to solve from a financial standpoint.

MODE OF EXAMINATION.

The present method of examination is entirely proper and the result gives general satisfaction. I believe in leaving alone that which has proven to give good results.

GRADING COMMITTEES.

The grading committees, like the method of examination, are giving entire satisfaction and resulted in eliminating mediocracy from the school room, then by all means let the present method be perpetuated.

SPECIAL TAX SCHOOLS.

Special tax schools are now in operation only at the county seat, amount expended during past two years \$2,289.13.

Owing to the burden of taxation it appears impossible to obtain sub-district schools in the rural portion of the county. The influence of a longer school term is very great and an enormous advantage to the pupils. Everything indicates that the special sub-districts will be continued here for many years.

FINANCES.

Practically our school board is free of debt. Our present financial condition compared with two years ago reflects great credit on the management of our board.

Our teachers are paid in cash.

SCHOOL TERMS.

Our school term averages five months for both white and colored, with three months additional in Special Tax Districts.

Respectfully submitted,

H. L. MATTAIR,

Co. Supt. Public Inst. Nassau Co. Fla.

ORANGE COUNTY.

BUILDINGS.

During the two years ending June 30th, two neat school houses have been built and several others have been repaired and additional rooms erected. Total cost about \$1,599, mostly Special Tax, District funds.

HIGH SCHOOLS.

We have three High schools. No increase since State Aid has been offered. Two of these grade as Senior High Schools. The State Aid offered has acted as a very cogent stimulant and seems to be just the medicine needed for teachers, pupils and trustees. It was a happy thought of our legislators.

STATE UNIFORMITY OF TEXT-BOOKS.

We oppose the adoption of State Uniformity of Text-Books because it has been a failure, so far as we know, where-ever adopted; because in no case has it materially cheapened the price of books to pupils while an inferior class of books is usually adopted; and because it throws wide open the door to dishonest book men to deal with dishonest State officials.

FREE TEXT-BOOKS.

Should the seven mills limit be adopted I think it would be advisable for every county to supply its pupils with free text-books.

COMPULSORY EDUCATION.

There is a growing demand in this county for a compulsory law. The usual argument is: If it is the duty of the State to educate her youth she should not be handicapped by a legal right in the parent to keep his children from attending the schools which the State, in fulfillment of her duty, has placed in reach of all.

TRANSPORTATION OF PUPILS AND CONCENTRATION OF SCHOOLS.

Our county has tried concentration of schools and transportation of pupils with excellent results.

EXAMINATION AND GRADING COMMITTEE.

I see no good reason for any change in the present law.

SPECIAL TAX DISTRICTS.

There are thirteen Special Tax Districts in our county, four organized within the last two years, and one discontinued. About \$6,000 of Special Tax District Funds have been expended in the last two years. The indications are that all the Special Tax Districts will be continued and others formed. A petition for a very large one is now being advertised. I find that patrons who have invested their money through special taxes in new school houses or repaired the old ones and furnished them conveniently, comfortably and neatly, take more pride in their schools and more interest in the education of their children.

FINANCES.

Our School Board is not in debt. At the end of each scholastic year there has been a small surplus for several years. Our warrants are worth their face value throughout the county.

SCHOOL TERM.

The average length of school term for whites is seven months, for negroes five. The longest term for whites is eight months, for negroes six.

W. B. LYNCH,
County Superintendent.

OSCEOLA COUNTY.

Kissimmee, Fla., Nov. 18, 1904.

Hon. W. N. Sheats, State Supt. Public Instruction, Tallahassee, Fla.

Dear Sir:—Complying with your request for a brief general report of educational conditions in Osceola county for and during the bi-ennium ending June 30th, 1904, I submit the following:

BUILDINGS.

We expended on new buildings, (during the two years already in use, \$4,843.76; and on repairs, \$143.93. The buildings erected as well as those enlarged, are most substantial and comfortable; and would reflect credit on a much larger and richer county. The amount expended for furniture in the same two years is \$532.37. It is earnestly hoped that the work of building shall be continued until every school community in the county shall have a house attractive to the eye, and well-adapted to all the purposes of its erection.

HIGH SCHOOLS.

We have two schools receiving State Aid, the Osceola High School, known as one of the best schools in the State, and the school at Bassenger, designated as a rural graded school. This latter school is in charge of ambitious teachers, and will doubtless make a great stride forward the embraced by this report), and on additions to buildings current year. By reference to our annual report it will be seen that the Osceola High School enrolled last year 426 pupils, with an average attendance of 284; and that the Bassenger school enrolled 107 pupils with an average of 57. I do not think there can be any question of the advisability of continuing State appropriation for the maintenance and encouragement of all schools meritorious and ambitious enough to meet the requirements and fulfill the conditions of the law in such cases made and provided.

STATE UNIFORMITY OF TEXT-BOOKS.

I should not favor a system of the kind. In the first place, it is carrying paternalism too far; and in the next place, it is robbing the county of a privilege and power sacredly its own—that of selecting its own books.

FREE TEXT-BOOKS.

The chief advantage of the free book system is found in the fact that, by it, teachers are enabled to form their classes more readily, as well as to reduce the number of their classes, it being no longer necessary to permit children to use just any book or books that they may have brought from home.

On the other hand, the child using free books does not feel the love and attachment for these aids to his education that the child who owns his books must feel, and who in the after years of manhood would give a good round sum for the first books he ever carried to school.

COMPULSORY EDUCATION.

It seems to me that the time is now full ripe when this question should receive the attention of the law-making body of the State. Just what the law should be I have not the wisdom to know. But clearly it should be of such form and force as to secure an education to the child without working a hardship on the parent. I doubt if the needs of the case could be better met than by a free and thorough discussion of the subject by County Superintendents and representative teachers in convention assembled at Tallahassee—a convention similar to that one held in that city in May 1903.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

In this county there are three districts in which these conditions obtain. The transportation of pupils is necessarily expensive; but the plan is a means of building up larger and perhaps better schools,—better for the reason that children feel greater pride in a large school than in a small one, and are usually more regular in their at-

tendance where there are a hundred pupils than where there are only ten.

EXAMINATIONS.

This law has been altered so often that I hardly know what to think or say about it. Something ought to be done to relieve the situation. It is with the greatest difficulty that teachers can be found for the small and remote county schools. Every year witnessing some of these schools entirely without teachers. I believe that it is desirable to re-enact the law looking to special examinations and temporary certificates, making said law of such shape, if possible, as to forbid and prevent its abuse.

GRADING COMMITTEES.

I am not sure that the present system would be improved by any change made in the law, still if a change shall ever be made I should favor a committee for each judicial circuit. The work of passing upon the papers of an entire State examination being too great for any one central committee to accomplish.

SPECIAL TAX SCHOOLS.

We have four Special Tax School Districts in the county. In one of these no election has been held in several years, but as it still has some funds to its credit, it is kept on the list of Special Tax Districts. The amount expended from the funds of these districts during the bi-ennium is \$1,022.37, a decided help toward meeting the expenses of their schools.

FINANCIAL.

An inspection of our annual report will show in the hands of the treasurer July 1, 1904, a net cash amount considerably smaller than the sum in his hands at the close of the preceding bi-ennium, a condition mainly due to the amount expended for the erection of new buildings and annexes, and for the transportation of pupils. Our warrants have never been discounted, but are worth full face value whenever and wherever presented. It has some-

times been necessary to borrow money in order to meet obligations promptly; but we have always found the banks glad to furnish, at a very reasonable rate of interest, whatever sum was asked for.

SCHOOL TERM.

There has been an established term of six months duration in this county, for many years. Not all the schools have been taught their full sessions every year, of course, and some communities, as before stated, have been compelled to go without a school, in some years, owing to the great scarcity of teachers.

The Osceola High School has a session of nine months, the city paying part of the cost of its maintenance.

Submitting this report for whatever of interest it may contain, I am,

Yours truly,
W. B. HINTON,
Supt. Pub. Inst.

PASCO COUNTY.

Atlanta, Ga., Dec. 2nd, 1904.

Hon. W. N. Sheats, Tallahassee, Fla.

Dear Sir:—It would have been a pleasure for me to have written the history of the schools in Pasco for the last two years. I put it off from day to day on the account of my wife's health, thinking that she would make a change so I could write.

I will go home and place my office in a nice fix for my successor.

I hope you are well and happy, and never forget that you will find a friend in

D. O. THRASHER,
Co. Supt.

POLK COUNTY.

Bartow, Fla., November 14th, 1904.

Hon. W. N. Sheats.

Supt. Public Instruction.

Sir:—The time given me in which to reply to the questions submitted in your recent communication is much too short to give replies as the importance of the questions demands.

Without further elaboration, therefore, I have the honor to answer briefly the questions in their order:

BUILDINGS.

There has been built in the two years last past four frame buildings with two rooms each at a total cost of \$1,800. They are of best material and very creditable to the county.

HIGH SCHOOLS.

There has been no increase in the number of high schools. But we have established two junior and two graded rural schools, these latter as the immediate result of State aid.

The enrollment and average attendance in all these schools have greatly increased.

The grades required by the Uniform Course of Study are strictly maintained.

The effect of State aid has been stimulating and beneficial to the county, and there is a wide spread disposition to take advantage of it.

No act of the Legislature has had such immediate beneficial effect, and it is hoped that it will be so increased as to meet the necessities constantly arising.

STATE UNIFORMITY OF TEXT-BOOKS.

County uniformity in text books, so far as Polk county is concerned, has not met with such approval that no need

for State uniformity is felt. In fact the present system of selecting and contracting for a uniform series in the county is looked upon as the better plan—less liability of the county being imposed upon and more democratic principle.

FREE TEXT-BOOKS.

There is a strong sentiment against the free-text-book idea. If any law is contemplated let it be left optional with the counties.

COMPULSORY EDUCATION.

The same observations as above hold good as to the question of compulsory attendance.

CONCENTRATION AND TRANSPORTATION.

The subject of concentration and transportation may be said to be an established principle in this county. Where it is at all practicable our people readily lend their assistance in its consummation.

TEACHERS EXAMINATIONS.

The present system of examinations can not well be improved, as I view it. There is one feature that requires some thought. When a young applicant appears who has never had any practical or normal training, secures a certificate, it does not matter what work on pedagogy he was examined in, and goes into a school, he knows only to take the text-book and ask questions and receive answers. So far as any methods of instruction are concerned he knows nothing about them. He has simply prepared himself to pass the examination and feels himself, when armed with a certificate, ready for employment. Some way by which he can be required to know something along this line should be adopted.

GRADING COMMITTEE.

Since no friction has ever occurred in this County between the grading Committee and teachers or school officers, let it remain as it is.

SPECIAL TAX DISTRICTS.

There are now in existence in the county nineteen special tax districts and two other communities preparing to organize. They meet with the approval of the people after being created and their advantages seen and felt.

FINANCES.

Our present indebtedness is about \$12,000. This was created last term by erecting new buildings and buying furniture. As compared with two years ago, our condition is much better. The present administration begun with an indebtedness of \$18,000. Our warrants have not been discounted for years. When there are no funds immediately available to pay them, which has not been the case until recently, provision is made for them to draw 8 per cent interest until paid.

SCHOOL TERM.

The term throughout the county for white and negro schools is five months, but this is extended in special tax districts to six and eight months, and this extension applies to the negro schools.

There is an increasing demand for longer terms but more emphatically for better qualified teachers.

BETTER TEACHERS.

In anticipation of the adoption of the amendment to the Constitution permitting the assessing of 7 mills, people are clamoring for normal trained teachers. Most of the schools in our county were delayed in opening on account of this demand and it is to be regretted that so few were available.

CUTS OF BUILDINGS.

The high school buildings at Lakeland and Bartow have appeared in your former reports and I would like to furnish cuts of these and several rural school buildings but have not the time.

There are a number of buildings notably at Haines City, Winter Haven, Enterprise, Mt. Pisgah, Haskell, Kathleen, Socrum, Union, Fort Meade, Frubreeze and others which would make creditable displays.

In conclusion I would respectfully refer any inquirer to your former report for description, cost, etc., of your high school buildings.

Respectfully,
S. S. NIBLACK,
Co. Supt.

PUTNAM COUNTY.

Hon. Wm. N. Sheats, Supt. Pub. Inst., Tallahassee, Fla.

Dear Sir:—In compliance with your request of recent date, I have the honor to hand you herewith a brief report of the condition of educational affairs in this county for the 2 years ending June 30th, 1904.

SCHOOL BUILDINGS.

Since June 30th, 1902, we have erected one school building at a cost of \$125, in which the patrons aided.

We have done no repairing on account of a lack of funds; but we have insisted upon the patrons of each school keeping the buildings in repair, which they have, for the greater part, done. The majority of our buildings consequently are in very good repair; I regret to say, however, that they are sadly lacking in apparatus and appliances.

HIGH SCHOOLS.

Before the state aid appropriation was granted we had one high school, situated at Palatka, with a term of seven months. By the help of the state aid we have been enabled to give this school an eight months term, and to establish a junior high school at Crescent City.

The Palatka High School has an attendance of 315 pupils, they being instructed in all grades up to and including the 12th.

The Junior High School has an attendance of 60. With the help of the state aid we have been able to give this school an eight months term, otherwise it could have had only five.

Thus may be seen the advantage of the State Aid and the good it has done Putnam County alone. With this Aid the 315 children enrolled at the Palatka school have been given 4 weeks more of schooling, and the children in the Junior High School 12 weeks, besides the advantage over the grammar school.

FREE TEXT-BOOKS.

With the limited amount of funds we now have, I do not favor a free text-book system supported from the county fund. If books were furnished by the county they would not receive the same care as if purchased by the parents themselves. I think our parents should be willing to at least purchase the books necessary for their children's education.

STATE UNIFORMITY OF TEXT-BOOKS.

I do not think any change in the present system of text-books advisable. At present there seems to be very little demand for a State uniformity of text-books except by those persons who do considerable moving from place to place. If the uniform system were established at once it would bring about confusion and necessitate the purchasing of many new books.

COMPULSORY EDUCATION.

There has been a marked increase of efforts put forth and interest taken along educational lines in this city during the past two years; nevertheless, there is in Putnam county, as in every county, a class of people who will make no effort, whatever, to educate their children; in fact, some seem to look upon time spent in study as time thrown away, and regard education as something which tends to make drones of their boys and girls so far as the

every day duties of life are concerned. Among these people may be found many children, who once they have tasted the first fruits of knowledge, hunger and thirst, as it were, for the very opportunities that are presented in our public schools, but are restrained by their less ambitious parents until in later years, perhaps, as youth fades their ambition dies, and they tread the same old path of "Dont Know, Dont Care," in which their parents walked. How is this state of affairs to be brought to an end? My answer is; by laws making education compulsory. For the sake of such children I would favor a law compelling the education of children physically able to attend school, say from the ages of from 6 to 14, for at least four months in the school year.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

We have succeeded in uniting five of our schools into 2 with very good results. The pupils of these schools are transported at a cost of ten cents per pupil, per day, actual attendance. Our patrons, however, will only consent to the transportation of their children where there is not the required number of pupils to maintain a separate school. While the transportation system is the best possible method for educating children who are situated in obscure, out-of-the-way places, it has many disadvantages, such as the securing of competent and desirable drivers, suitable vehicles, etc. For that reason we find it difficult to make much advancement along the line of concentration.

MODE OF EXAMINATION.

I see no need of any change in the present mode of examination. The examination, however, may be made less burdensome by allowing the examinees more time, giving the 2nd and 3rd grade applicants 4, and the 1st grade applicants 5 days in which to complete the examination.

GRADING COMMITTEES.

We are perfectly satisfied with the existing method of grading in the uniform state examinations.

SPECIAL TAX SCHOOLS.

There are now in operation in Putnam county 3 Special Tax Schools. None have been established during the past two years.

The total expenditures from the Special Tax Fund since June 30th, 1902, amounts to \$706.34. With the aid of the special tax the schools in those districts have been able to maintain from 1 to 2 months longer terms, equip their school rooms better, and secure better teachers by supplementing their salary. There is no desire upon the part of the patrons where this system has been established to discontinue it; on the contrary, they speak so encouragingly of it that we are inclined to hope for an increase in the number of our Special Tax Schools in the near future.

FINANCIAL.

The reports for the term ending June 30th, 1902, show an indebtedness of \$3,227.24, the warrants were being carried by the banks of Palatka at 4 per cent. While we were receiving the full 5 mill limit from the County Commissioners, we found it impossible to maintain a six months term, consequently we shortened the term to 5 months. By so doing and economizing on every line, we have been able to pay up this indebtedness in full and start the present school term on an even financial basis.

Our teachers are paid monthly. Their warrants were discounted last year at 5 per cent., but for the present term they will be paid at full value.

SCHOOL TERMS.

The average school term in Putnam County for both White and Colored, 1902-3 was 90 days, 1903-4 was 92 days.

Longest term for white school 1902-3, 7 months; shortest term for white school 1902-3, 5 months; longest term for white school 1903-4 8 months; shortest term for white school 1903-4, 5 months; longest term for colored school 1902-3, 5 months; shortest term for colored school 1902-3, 3 months; longest term for colored school 1903-4, 5 months; shortest term for colored school 1903-4, 3 months.

There is a great demand for longer terms. The ratification of Sec. 8, Art. 12, at the coming election is necessary to give us the desired length of term.

Thanking you for the courtesies extended the Board of Putnam county since I have been in office, I beg to remain,

Yours for educational advancement,

L. K. TUCKER,
Co. Supt. Pub. Inst.

ST. JOHNS COUNTY.

St. Augustine, Fla., Dec. 5th, 1904.

Hon. W. N. Sheats, State Supt. Public Inst., Tallahassee, Fla.

Dear Sir:—In compliance with your request, I herewith submit the following report of the Public Schools of St. Johns county, for the two years ending June 30th, 1904.

BUILDINGS.

Since my last report two years ago, two High and Graded School buildings have been enlarged, at a cost of \$2,500, and ten buildings painted at a cost of \$600.

HIGH SCHOOLS.

The law enacted providing for the establishment of High schools and Rural Graded schools, and appropriation to encourage and aid the establishment and maintenance of the same, was, in my opinion, a very wise act on the part of the Legislature. Good results are being felt in many ways. The standard of High schools has been advanced, and new High Schools have been established. It has induced the consolidation of country schools in the establishment of Rural Graded Schools, thereby insuring to the country children longer school terms, better teachers, longer recitation periods, and better results generally. We have adopted the State advisory course of study for Rural Graded Schools. The standard course of study for

High Schools, has also been adopted, and in addition thereto, we have introduced into our Senior High School, stenography and typewriting, also a commercial course of practical book-keeping. Spanish is taught by a special instructor. One Junior High School has been established, also four Rural Graded Schools, and transportation of pupils provided where needed.

STATE UNIFORMITY OF TEXT-BOOKS.

I am opposed to the system. The temptation set before a chosen few might be too great to withstand, and true merit might fail to have its proper influence in the selection of text-books.

Each county is a school unit, and is expected to provide for and pay for its own bills, hence it should have the privilege of selecting its own text-books.

FREE TEXT-BOOKS.

I would favor a free text-book system, provided, the Legislature will enact such laws as will enable county school boards to procure sufficient funds to warrant it, as long as school funds are so restricted as to compel school teachers to work for smaller salaries than those paid common laborers, and negro hack-drivers, I am opposed to a Free Text-Book system, which would necessarily open a gap for an expenditure of thousands of dollars in addition to the present cost of operating schools.

COMPULSORY EDUCATION.

Provided schools are established and maintained within easy access of all the children of such age, I am in favor of compulsory education, applying to children between the ages of eight and fourteen years, for four months each year.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

I believe the most economical means of providing, for country children, better education, is consolidation of schools. Nine Rural schools have been consolidated into

four, and transportation provided where needed, patrons and pupils seem pleased. Enrollment is larger, attendance is better, and better education will be the result.

MODE OF EXAMINATION.

The present system with the special examination provision reinstated, would be satisfactory.

GRADING COMMITTEE.

The present system is good enough.

SPECIAL TAX SCHOOLS.

We have none, and no possibility of having any.

FINANCIAL.

Our School Board is not in debt. On June 30th, 1904, the net cash balance in the treasury was \$4,004. June 30, 1902, the net indebtedness was \$7,388. Our school teachers are paid in cash monthly.

SCHOOL TERMS.

The average length of school term in the county is about 6 1-3 months. The longest term is eight months, and the shortest, three months. we hope to have eight months term in the entire county, and pay teachers at least fair salaries, when we are privileged to levy 7 mills instead of 5 for school purposes.

Respectfully submitted,
W. S. M. PINKHAM,
Co. Supt. Pub. Inst.

SANTA ROSA COUNTY.

Hon. W. N. Sheats, State Supt., Tallahassee, Fla.

Sir:—Complying with your request to make a general statement of educational conditions of two years just passed for your Bi-ennial Report, I submit the following:

BUILDINGS.

Twelve (12) neat wooden school buildings have been erected at a cost of three thousand and eighty-five (\$3,085) to County Board. School patrons and friends of education have contributed some twelve hundred dollars (1,200) to these buildings in addition to appropriations made by School Board.

HIGH SCHOOLS.

In years 1903-4, there was one high school that did very creditable work and had an enrollment of twenty-seven students from other districts of the County. This school had a term of eight months. The long term was due to *State Aid* and private donations. (See Co. Supt's Annual Report.) This year those interested in education in Milton, Milligan, and Bagdad, have raised and placed at disposal of County School Board such amounts as, when added to State Aid funds, will give the County a Senior High School, a Junior High School, and a Rural Grammar School of eight months each. The Blount Bill has made these golden opportunities and advantages possible for our youth.

FREE TEXT-BOOKS.

I am opposed to free text-books. Conditions do not warrant them in Santa Rosa. Why shorten the already too short school term? Why further increase the white man's burden? Why make spread of disease among our children by use of second hand books?

COMPULSORY EDUCATION.

At least four-fifths of school patrons seem to favor a law of compulsory attendance, but what per cent. of those now favoring such a law would lend their moral support to such a law, should one become operative, I can not say. I hold to opinion expressed to you two years ago that comfortable and attractive school buildings and premises, intelligent teachers (but they are not to be had at from twenty to thirty-five dollars per month) and home encouragement, will very largely solve the problem of attendance in schools; at the same time, there is a class that can not, at least have not been reached by means suggested. Those who will not send their children to school when there is opportunity should be made to do so.

CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

No doubt, are good. The consolidation of two schools into one school has, in several instances, brought me better results in many ways. The transportation of pupils is something to which my people are a rather adverse, but if inaugurated would be extremely popular among the little Senegambians.

EXAMINATIONS.

The present law does not appear to be satisfactory either to State or to teacher. The law is intended to be uniform; the many interpretations, constructions, and evasions, make it anything but uniform. There seems to be a demand for examinations other than those held in June and September, and the present need of teachers justifies other examinations.

Complaints of examinees at grades or valuations awarded by Grading Committees, are very rare. The greatest objections are made to the questions, and some of these objections may be worthy of consideration. Many teachers, and many who are not teachers, contend that applicants for Third Grade, and for Second Grade Certificates, should not be required to answer the same questions in several of the same branches as are applicants First Grade Certificates.

Nearly all teachers and their friends argue that the examinations are long and tedious, so much so that after the ordeal of one or two days, teachers are physically and mentally unfit for work on the remaining days. The objection here is not to ten questions, but to so many subdivisions of a question, and to the many questions sometimes found under one number.

Again complaint is made that many of the questions are not practical, particularly in examinations in arithmetic.

If the present system is to remain, these objections can to a large extent be overcome. If the system is to be changed, I am of opinion that an examination as largely oral as written, would prove satisfactory, possibly more satisfactory than the present law.

SPECIAL TAX SCHOOLS.

There is but one Special Tax School District in the County, and this is a failure because the R. R. Co. will not pay its pro rata, or tax levied.

FINANCES.

The School Board practically owes nothing. Teachers are paid each month in cash, and have been for about ten years. Santa Rosa was one of the first Counties in the State to adopt the system of borrowing funds with which to pay teachers, and we have never regretted it.

EDUCATIONAL EXPANSION.

Santa Rosa is one of the largest counties in Florida and is rapidly developing with a fast increasing population. The pleas and demands for more schools, new buildings, enlargement and improvements of old ones, more furniture, better equipment, longer terms, more teachers, better teachers, increased salaries and other needs, are growing at a rate that is alarming to those who are charged with the many duties of maintaining schools. The truth is, the resources, or school revenues, are totally inadequate to meet the growing demands and needs. Some means must be provided whereby more funds can be raised to help in this work.

CONCLUSION.

In concluding I desire to express my appreciation of the good you, Mr. State Superintendent, have accomplished for the cause of education in Florida; for the many encouragements given me; and the courtesies and considerations shown me; also for the several manly decisions made by you upholding the law and sustaining me, when striving to honestly and faithfully discharge my duties as County Superintendent of Public Instruction.

Very respectfully yours,

E. L. McDANIEL,

Co. Supt.

SUMTER COUNTY.

Hon. W. N. Sheats, State Superintendent Public Inst.,
Tallahassee, Fla.

My Dear Sir:—I have the honor of submitting you this report giving the condition and progress of the public schools of Sumter county during the last two years.

BUILDINGS.

For the past two years we have built two new buildings at a cost of about \$150 each.

Our repair bills including the amount expended on the sub-district schools have reached more than a thousand dollars. We have completed the County High School at Webster. This is a wooden structure, two stories high and furnishes five departments, and as many teachers are employed at a cost of about \$250 per month.

The new school building at Oxford is rapidly assuming proportions, and we hope to have it completed by next February. This building will cost about \$2,000. The "Annex" to Linden Graded School has cost the county about \$400 for material, patrons doing the work. It will be completed by January 1st, and will be entitled to State

Aid. About one hundred pupils at this school. While three teachers are employed.

State Aid has done more to awaken interest in this county than all else brought before the people.

STATE UNIFORMITY OF TEXT-BOOKS.

I very much favor such. First, because children moving from one county to another would not have to buy new books.

Second, because all children in the State would have the benefit of having the best books that could be secured, which is not true in county adoptions.

FREE TEXT-BOOKS.

I am not much in favor of it. While it is true that many children are never properly supplied with books, yet the cost to school fund would weaken our already meager means with which to operate.

In many schools county books would be abused a great deal more than if owned by individuals.

COMPULSORY EDUCATION.

Such a law is needed, many of our people favor it, but few of our leaders have backbone enough to come out openly and advocate it. Such a law would effect only about 25 per cent. of our people.

CONCENTRATION AND TRANSPORTATION.

This is our first year in trying transportation. I believe it will work well. I favor such. Close the small schools and carry the pupils to better schools. You get better results with the same money.

GRADING COMMITTEES.

In my opinion the present system of grading is a failure. In my county we do very little examining or grading. A very few of our teachers take the examination in their own county. Possibly a soft plan has been framed somewhere.

Remedy.—Empower the State Superintendent to appoint three examiners for the State. These to be changed every examination.

SPECIAL TAX SCHOOLS.

We are now operating three Sub-Districts, embracing five schools, with two others to come in soon. About \$1,000 come from this Special Tax a year. The Sub-District plan is growing in favor.

FINANCES.

Our board is now in debt for the first time in two years. This is due to several causes. Teachers salaries have been increased and greater amounts paid for buildings and repairs. Our financial condition is about one thousand dollars short of what it was a year ago.

Our teachers are paid every month by warrants, which are good as gold anywhere. Whenever we are out of funds, the bank charges $6\frac{1}{2}$ per cent. on daily balances.

SCHOOL TERMS.

Average length of school term 102 days; longest term 160 days; shortest 100 days.

Wherever we have Sub-Districts and State Aid we find the people appreciate longer terms. In some places 100 days seem ample.

Very respectfully,

J. A. JONES,

Supt.

SUWANNEE COUNTY.

I herewith submit the following report as touching the condition of the school affairs of this county.

BUILDINGS.

Several new school houses have been erected during the past two years, and furnished with patent desks and hyloplat blackboards. There is a demand for them faster than we are financially able to meet. However, this only shows an increased interest in school affairs, and should be encouraged.

FINANCIAL.

The county has arranged with the First National Bank of Live Oak, to cash all school warrants at par, and the Board allows the bankers 7 per cent. per annum for the time they hold them.

We do not receive sufficient funds to meet our expenditures, an increased demand for trained teachers, better school houses, furniture and apparatus makes it absolutely necessary that we have more funds to do this work. We have tried to meet the various demands along the different phases of school work, in order to keep pace with the progress of the age in which we live, and in so doing our expenditures has exceeded our receipts \$3,908.15 the past year. This we very much regret and by economy wherever possible we hope to overcome this in the future.

COUNTY LEVY.

The Board of County Commissioners should not have the right to question the propriety of, or necessity for any school levy. They ought to be required to levy such amount for school purposes as is within the Constitutional limits, as the Board of Public Instruction may recommend should be made statutory in order to obviate any question on this matter in the future. As both boards are elective, and are composed of men usually of about the same business capacity, and each responsible to their constituents, the Board of County Commissioners should not have the right to deprive the Board of Public Instruction of such a levy as is actually necessary for the proper conduct of the county affairs. A Board of County Commissioners can and does in some instances retard the progress of education by exercising the right to lower a levy recommended by the Board of Public Instruction.

It is hoped that this matter will be remedied by our next Legislature. Lest I be misunderstood, I wish to state that the Board of County Commissioners of Suwaunee County has never refused us the full levy of five mills, and I believe they will be willing to give us the full levy of seven mills if permitted by Constitutional amendment.

TEACHERS.

We do not see any very great change in the kind of work done by some of our teachers. A few are now just beginning to teach, and will progress as time and opportunity will admit, while others are doing their work very efficiently. We are certain that the school system will never reach its maximum capacity for effective work until we are financially able to pay salaries sufficient to get progressive teachers. When a school is taught by a well trained teachers it is natural to expect a refined and more brightly cultured set of pupils to be turned out of that school and such is the case. Hence it is time that pupils who are taught by the well trained teacher will make good, live, progressive teachers themselves. The standard of our teachers is gradually becoming better, made so by a greater desire for better education, and a general diffusion of knowledge among all classes, better schools, school buildings and equipments to do more effective work, also the present teacher's examination law has done much to raise the standard of teachers.

SPECIAL TAX DISTRICTS.

There are nine Special Tax School Districts in this county. Occasionally we experience some trouble in getting our people to vote to create a special tax district, but when they do establish one, it is never disestablished. Some communities where we have tried to create such districts we failed, because the people claim it is impossible for them to send their children to school longer than four months, and have them to help make and gather their crops. Such complaint is on account of a scarcity of labor on the farm. This is a bad state of affairs, when children must grow up in ignorance in sight of school houses. We may talk progress, more money, better teachers, and necessary school facilities, but it all counts for nought un-

less we can devise some means by which we can get the children into school and keep them there not less than eight months in the year.

COMPULSORY EDUCATION.

It might seem that a compulsory education law is now a necessity, and almost every school officer will answer in the affirmative, and while it may be needed such a law in many counties would be impracticable unless it carried with it a mandatory provision for free text-books, and clothing in extreme cases where parents were not financially able to provide them. However, if a compulsory education law can be so framed as to make it effective with proper restrictions I believe it would be a good thing for our State.

STATE GRADING COMMITTEE.

The present system of each county appointing its own grading committee works very well with us, however, it does not give absolute satisfaction. That there is a discrimination by some county Superintendents and School Boards is unquestionable, and that there is good reason for such discrimination is well founded by some counties having lax or strict grading committees. A State grading committee might be better. It certainly would make the results more uniform and for that reason very likely would make such a law more desirable.

CONSOLIDATION OF SCHOOLS.

We have consolidated several schools, and in most instances it resulted in better schools and an increased interest in higher education. However, it does not always prove the best thing to do. The Superintendents and the Board should use a great deal of discretion. That schools can be greatly improved by concentration cannot be questioned by proper thinking people. By consolidation we give the people better schools, which causes larger boys and girls to re-enter school who would very likely never attend school again if it were not for consolidation. This is from actual results in my county.

TEACHERS SALARIES.

Teachers' salaries are fixed according to the teacher's ability to do good, effective school work, also the size of school and advancement of pupils are considered. Experience counts for nothing, providing it is of the proper kind.

MUSIC.

Vocal music, such as sight reading should be taught in every school. Teachers should be required to study the rudiments of music and pass an examination on the same.

AGRICULTURE.

It is very necessary that pupils be given a thorough knowledge of agriculture.

DRAWING.

As drawing is one of the best methods of fixing objects permanently in the mind, also that it trains the muscle to act with the mind readily, further that it cultivates a taste for the beautiful, it should be made compulsory in every school in the State.

Respectfully submitted,

J. E. WOOD,
County Superintendent.

TAYLOR COUNTY.

Hon. W. N. Sheats, State Supt. Public Inst'n., Tallahassee, Fla.

Sir:—In accordance with your request I submit the following report:

BUILDINGS.

There have been four new buildings erected, at a cost of \$4,000, to-wit: One two-story building with four class rooms below and auditorium, with seating capacity of 500, above; two-room buildings, and two one-room buildings.

HIGH SCHOOLS.

We had one High School before the State Aid was given, and only one now, but the State Aid will develop others in a short time. I think that the appropriation is a fine move for better schools, and that it should be continued.

TEXT-BOOKS.

The people of this county are favorable to a State uniformity of text-books. I have opposed it on the grounds that it would encourage trusts, and text-book combines, and that each county Board was in better position to know the County's needs. However, in a County like this, where the influx of population is so great, and coming from different sections of this and other States, I find that the system of books in use so diversified, which is a source of annoyance and endless confusion to the teachers and to the Board, that I am now in sympathy with the State Uniformity move.

FREE TEXT-BOOKS.

I sometimes think that the people are so unappreciative of gratuities that the Free Text-Book plan is not a good one, but in the frontier counties, where the people are generally poor, and uninterested in education, I believe it economy to spend more money for books and have shorter terms. The results I believe would be more satisfactory. I have favored free books in this county.

COMPULSORY EDUCATION.

From experience in educational work in this county I believe compulsory education, in a limited form would be to the best interest of children of the county. I believe

seventy-five per cent. of the people would favor it. I think it should be limited as to ages, from 8 to 14 years.

CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

I am a very strong advocate of consolidation of schools and of the plan of transportation of pupils. We have done comparatively nothing in that line of work. Our people are generally much opposed to the plan; of course, they do not understand the advantages of the plan.

EXAMINATIONS.

I think a change in the matter of examinations necessary. I favor a thorough examination, both written and oral. To have both would be less burdensome to the applicant, and more satisfactory to the examiner, and the teaching ability would be more thoroughly determined.

GRADING COMMITTEE.

The present system of grading is not satisfactory. I believe a State Grading Committee for the written work, and the County Superintendent for the oral work, would be more satisfactory, and that the standard of teachers would be raised.

SPECIAL TAX SCHOOLS.

We have only one special tax district, and it has been created within the past two years. It works with great success, and the prospects are favorable for more districts soon. Last year, which was our first year, there were about \$250 expended of the special tax, there will be more this year.

FINANCES.

The Board is now in debt about \$3,000, but will be out of debt by the end of this fiscal year. The debt was created by building and general expenses. All script is at par.

SCHOOL TERM.

We have five months terms, except the Special District, which has three months additional. Both races have the same length of term, but few of the white schools run their full term.

W. A. HENDRY,

County Superintendent.

VOLUSIA COUNTY.

In accordance with your request the following report is respectfully submitted:

FINANCIAL.

As I stated in my report to you two years ago, that in December 1900, our predecessors were compelled to borrow money for payment of teachers' salaries and incidental expenses. The financial statement for the school year ending June 30, 1904, show that there was cash in the hands of the treasurer, including the sub-district balances, \$11,935.40. This balance will enable us to pay the salaries of the teachers without borrowing money with which to tide over until the taxes for the coming year are collected and turned into the Treasury.

There is not a dollar of indebtedness outstanding and all warrants are paid in cash.

Our aim has been, and we have at last accomplished it, not to lay up a large balance in the treasury, but to place the county school finances on a firm basis, where we will not be compelled to borrow funds each year to meet current expenses.

SPECIAL TAX DISTRICTS.

At this time we have 20 special tax districts. The tax thereby increases the school revenues over \$7,000. The trustees of these districts virtually make the assignment of teachers in their respective schools, as in every instance

the past year our board ratified their recommendations.

These districts are popular with us and since the establishment of the first district several years ago, only one has failed to vote the levy at a subsequent election. In fact we have them in every district of the county where it is practicable.

BUILDINGS.

In the past two years we have erected a few new country school buildings, but the largest addition has been an Auditorium for the DeLand High School building. This addition to the DeLand building was erected at a cost of about \$4,000, \$1,000 of which was contributed by the school board, \$1,000 by Mrs. John B. Stetson, \$500 by the City of DeLand, and the balance by contributions obtained principally through the efforts of the ladies of DeLand.

There has also been an addition to the Daytona High School, costing about \$1,000.

Our buildings are in good repair and we feel a credit to our county.

GRADING COMMITTEE AND TEACHERS EXAMINATION.

As I stated to you in my report two years ago, speaking for Volusia County, we are satisfied with the present law. An examination law which would permit an individual examination of the applicant in methods, etc., would be desirable. Aside from that we are content to work under the present law.

TEACHERS AND SALARIES.

Our teachers have continued to improve in knowledge and teaching ability. As an evidence of this there are among the white teachers but few third grade certificates.

Many of our teachers attend the Stetson and other Normals, and are much benefitted thereby.

Salaries are based upon the grade of certificate, experience and efficiency in teaching. It is our plan to pay the teacher, not the school.

HIGH SCHOOLS.

We have two High Schools, strictly speaking, DeLand and Daytona. An enrollment of about ten in the high school at DeLand and about 50 in that at Daytona.

We are most emphatically in favor of continuing the State appropriation for their maintenance.

We are doing ninth grade work at Seabreeze, New Smyrna, Holly Hill, and Orange City.

FREE TEXT-BOOKS.

Under the existing conditions I am opposed to free text books. It may be after we have the additional tax which will be collected as result of the *seven mill* levy, we may have sufficient funds to warrant us in furnishing the text-books. Funds now at our disposal do not justify us in favoring it.

SCHOOL TERM.

The average school term the past year for whites was 131 days; for colored, 94 days. The longest term for a white school was eight months and the shortest term five months. The longest term for colored school was seven months and the shortest term four months.

This coming year we propose to give a six months' term to every white school in the county. This will enable the majority of our schools to have an eight months' term, as the money that is collected from the sub-districts will be used for extending the term.

COMPULSORY EDUCATION.

Under this head we would repeat what we said before, it is as follows:

Inasmuch as the loyal American citizen regards it as his duty that the youth of the land be educated, I favor a compulsory educational law, hedged about with limitations suitable to our people. By this I do not mean a law necessarily agreeable to all the public, but one wisely and prudently framed to meet the requirements and demand

of our State. The limit of this summary forbids a discussion of these limitations.

Very respectfully,
BERT FISH,
 Superintendent.

WAKULLA COUNTY.

No report was filed from this county, though the circular letter was sent the County Superintendent and he was requested in person to make the report.

WALTON COUNTY.

I am handicapped by the circumstance that the biennium for which the report is asked is covered by the administration of my predecessor.

Our school authorities have not felt that the condition of the fund authorized any expenditure upon school buildings, with the exception of the High School, and with few exceptions, patrons have provided structures that are not artistic and, sometimes, not even sanitary. Nevertheless, we report some improvement under this head. The Board has so far departed from its custom as to provide furniture as a stimulus to better houses.

We have one high school, only, but that is very numerous attended and admirably taught; and is subserving an excellent purpose.

Efforts have been made to increase the number of Special Tax districts and it is hoped, in the next school year, more schools will be put in operation under that provision of law.

EXAMINATIONS AND GRADING COMMITTEE.

The present mode of examination for teacher's certifi-

cates is admirable, and is yielding better teachers. I think a single Grading Committee for the whole State would be an improvement on the present plan, for two reasons.

1st. It insures superior competency. Under the present plan, if any county lacks good material for a Grading Committee, it must put up with poor material, at the risk of inflicting poor teachers upon the county. But if the change I suggest be enacted into law, the wealth of material in any part of the State could be made serviceable wherever needed.

2nd. It eliminates the element of local influence and minimizes the danger of partiality. Despite all endeavors to secure secrecy, members of local committees do sometimes know the author of a paper, from the penmanship; and local committees are more apt to pander to local influence. Both these evils will be greatly reduced if not entirely removed by a State Grading Committee.

FREE TEXT-BOOKS.

On the subject of free text-books, much may be said pro and con. The question is closely related to two others from which it can hardly be divorced.

1st. The popularization of the Public School System. In a government like ours whose corner stone is popular will, it is wise and safe to take account of public sentiment. Up to a certain point, legislation may undertake to lead public opinion, but it is easily possible to advance so far and so fast, as to provoke its wrath rather than invoke its co-operation. The element of time should not be discounted in the prosecution of reforms. "Hasten slowly," is oftentimes the dictate of wisdom. Free text-books at this juncture, might revitalize the opposition to the Public School System, now happily on the decline.

2nd. An untimely insistence on free books, just now, may defeat other schemes that are more important. If my means are not commensurate with my needs, it will be wise to provide immediate supply for the most important, and let the others "Bide their time." Grant that art is important; still no wise man will sacrifice his bread for aesthetics. However important free text-books may be, they are still less important than longer school terms, and better salary for teachers, in order to secure better

teaching. And I favor giving the latter precedence in time, as they take precedence in importance. Possibly, this may not apply in some counties, whose school funds are ample. But I suspect it is applicable in the majority of our counties.

Upon the whole, with the State Normal, located in our county, doing some excellent work, in the preparation of teachers and our county High School is doing some excellent work, as a feeder to the Normal, the situation is hopeful. We encounter a weak point, however, when we come to the matter of school attendance. Some schools open with a large enrollment and close with a pitifully small attendance. This is a great evil. What is the remedy?

SHALL IT BE COMPULSORY EDUCATION?

On the score of the principle involved, no objection can be urged to this, which will not lie against the whole scheme of education at State expense. Only postulate the right of the State to tax all citizens to educate the children of some, and the right to compel the attendance is an inevitable corollary. In behalf of State Education it is urged that the life of the State depends upon it; that popular government will perish, except it rest upon popular intelligence. It is analogous to the right of self-preservation in the individual. But the State's efforts in this direction may be utterly defeated unless it may compel attendance upon the schools.

Again: A has no children but pays an enforced tax to educate the children of B; and the State's plea in justification is, that A gets his compensation in the better government and enhanced property values that accrue from popular education. But this plea may lose all its force if the State may not compel attendance, with the result that A is taxed for another man's benefit without any compensatory results to himself; which will be a clear invasion of individual rights. It will then be a matter of mere charity with A, and forced charity is no charity at all. Charity is an excellent thing, but it lies in the domain of conscience and love, and not in the domain of power. The State is organized to realize the idea of Justice only.

Doubtless difficulties will attend the execution of a Compulsory Education Law. Some invalid parents and helpless widows may feel impelled to keep their children

at home by the stern necessity of bread. Their labor may be indispensable to the family support. Some, too, may claim exemption from the operation of the law, on the ground of the children's physical disability, by reason of sickness, etc. The ascertainment of the facts in such cases, presents a problem of admitted difficulty. The plea of poverty might be referred to the Supervisor, who is the official nearest in place to the schools. The plea of sickness, if chronic, may be referred to a physician. These are merely suggestions that occur to me at the moment and are not here insisted upon. But it will not be creditable to our Anglo-Saxon civilization to decline a reform because attended with difficulties.

FINANCIAL.

Our school levy, the past year, was five mills. We commenced the present school year with a cash balance on hand, and teachers warrants have been cashed.

Respectfully,

R. Q. BAKER,

Supt. for Walton County.

WASHINGTON COUNTY.

In accordance with your request I herewith transmit to you a report of the progress and condition of the schools of the county for the past two years:

BUILDINGS.

Our School Board persistently refuses to set apart any money for the general school fund for building purposes. In June, 1903, when we found ourselves with a neat little surplus they turned down a proposition of this kind but finally agreed to add one month to the school term of every school in the county and allow each school the privilege of using this extra appropriation of one month for building purposes if they so desired. Several schools availed themselves of this privilege and during the fol-

lowing school year the sum of \$700 was expended on new buildings and \$200 for repairs. At Vernon a new wing was added to the old academy but this was paid for out of the special tax fund. The same plan is being followed this year and several new buildings have already been erected, the citizens supplementing the amount received from the school fund with cash and labor. The buildings thus erected are frame houses, built out of good material.

HIGH SCHOOLS.

Our first attempt to maintain a High School was made in 1902-1903. The Chipley school was maintained in all its departments for a term of eight months. This was continued the following year and the school was raised to the rank of Junior High School and State aid was granted under the new law. The attendance last year was 153 from this county besides a number from other counties. The school is now running with a larger attendance than ever before, six teachers being employed, and we expect to raise it to the rank of full High School this year.

I consider one or more such schools of the utmost importance to every county. The very existence of the numerous rural schools in the county is dependent upon the maintenance of the schools of higher grade. The small rural schools must always be taught by second and third grade teachers, and these teachers must be educated in the county. Experience has shown in this county that without a supply of home teachers many of the small schools will be untaught. This is only one of many reasons why at least one good High School should be maintained in every county. I regard the new High School law as the most wholesome piece of school legislation in recent years.

COMPULSORY EDUCATION.

A compulsory law is needed in this county and I do not believe the public school system can ever reach its full measure of usefulness without one. The law should require of each pupil between the ages of eight and sixteen years an attendance of at least sixty consecutive days during each year, and should exempt all those who attend a private or parochial school and those physically unable to attend school.

MODE OF EXAMINATION.

While the present examination law has many commendable features and has certainly raised the standard of ability in the teaching force of the State, yet no one can claim that the system is uniform, and no County Superintendent can feel sure that the teachers' certificate that he endorses from another county is worth as much as the same grade issued in his own county. From personal experience and observation I am persuaded that the examination should be conducted by a State examiner, assisted by the County Superintendent, and the papers should be graded by a State Grading Committee.

SPECIAL TAX SCHOOLS.

We have seven special tax districts in successful operation. Two of these have been established within the past two years. During the year ending June 30th, 1904, over \$1,000 was collected on these funds and \$679.46 expended for various purposes.

These districts have a very wholesome effect upon the educational status of the county, enabling the several schools embraced within the district to keep their buildings in repair, to purchase better furniture and apparatus than is supplied to other schools, and to lengthen the school term. I think these districts will all be continued and others will be established from time to time as people see the benefits derived from them.

FINANCIAL.

I am glad to say our Board is not in debt. Our teachers are paid in cash at the end of each month, no warrants having been discounted since February 1902. On July 1st, 1902, we carried over a net cash balance of \$2,286.51; and on July 1st, 1904, we had net cash on hand, \$5,523.19, and the next day, July 2nd, the treasurer received \$2,089.55 which gave us \$7,612.74 net cash with which to begin the new year. This surplus, together with the increase in tax valuations should place the county on a sound financial footing and enable the Board and the newly elected County Superintendent to make material advancement along all lines.

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SCHOOL TERMS.

The appropriations made to all the schools are for five months. The special tax districts extend this to six or seven months and the High School runs eight months.

There is practically no demand in the country schools for longer terms, and it is almost impossible to keep up a reasonable attendance for five months. But in the small towns and more thickly settled communities a good attendance can be kept up for seven or eight months.

Very respectfully,

L. L. PRATT,
Co. Supt.

CHAPTER IX.

TEACHERS SUMMER TRAINING SCHOOLS, REPORT FOR 1903 AND 1904.

The Legislature of 1903 in Chapter 5208, Laws of that Session, appropriated \$3,000 for Teachers' Summer Training Schools for each of the years 1903 and 1904. An earnest appeal was made to members of the Legislature to pass this bill early in the session, if provision was going to be made for these schools, in order that it might be definitely settled whether the schools would be conducted for that year, and that ample time might be given to organize and advertise the location of the schools before teachers had perfected their plans for the summer. The bill, so far from receiving early attention, looked improbable of passage at all for the greater part of the session. It finally passed during the closing days and received the signature of the Governor on June 1st.

It had been practically determined, in case appropriation was made for this work, to conduct just two of these schools after the plan of the one held at Tallahassee, in 1902, with departments in kindergarten, Nature Study, Manual Training, Agriculture and school Gardening, Domestic Science, Music, Drawing, Physical Culture, besides schools of Methods and for review of the Common and High School Branches. This school at Tallahassee proved to be very popular, all of the teachers in attendance requesting its repetition and promising that, if it was repeated, they would return and encourage the attendance of all their fellow teachers. A school with such departments could not be accommodated, unless at great expense except by using the plants and equipments of two or more of the State schools for higher education.

The bill was unwisely amended by prohibiting any school being "conducted in any county in this State wherein there is a college, seminary, normal school, or other educational institution supported in whole or in part by

state aid or appropriation." This amendment precluded the possibility of holding a summer training school at the Florida State College at Tallahassee, the University at Lake City, the East Florida Seminary at Gainesville, the Normal and Industrial school at St. Petersburg, or in any county containing a State Institution, the only places where such school could be attempted. It further retarded and frustrated all tentative arrangements then made for the early opening of these schools.

It has always been desirable to hold teachers' schools during the months of April and May, but this has been found impossible because the instructors capable of making such schools profitable cannot be had, being all employed in the long term regular schools and are not open to further employment until after the first of June. Another obstacle against holding Training Schools before the June Examination is the fact that village and city teachers, and advanced pupils desiring to attend the same, would be excluded the privilege if the schools were conducted before the close of the schools in which they are engaged. The further fact that it is becoming popular to begin the regular public schools in many counties early in July causes small attendance, at the time when the schools must be conducted, as many teachers are teaching. So there seems to be no longer any proper time to conduct the schools when large attendance may be secured.

The effort was made to overcome as speedily as possible the back-set in the pre-arranged plan for conducting the schools for the year by holding them in the main, as they had been for several years previous. This plan was to establish as many schools as the fund would sustain, and wherever a County Superintendent thought he could make one successful and would pledge his influence and support to that end. In view of this amendment the plan pursued was the best that could be adopted; consequently on June 6th, as soon after the passage of the bill as possible, a circular letter was mailed to each County Superintendent requesting prompt replies to the following questions:

1. Is a summer school wanted in your county? If so, for which race, or both?
2. At what place is it desired to locate such school?

3. What facilities can you guarantee for boarding those attending? How many can be accommodated, and at what rates?

4. What buildings and what equipments in the way of seats, blackboards, apparatus, etc., will be supplied for the use of the school free of charge?

5. What will be the probable number attending from your own county?

6. Will you endeavor to influence the Superintendents and teachers of adjoining counties to aid in making the school a success?

7. Schools will run six or eight weeks, according to attendance and success. What would be the best time to open?

8. If granted a school will you withhold opening your county schools until the close of the training school?

9. If you do not want the Training School, say so plainly. If you say that you do, you thereby agree to be industrious and zealous in making it a success in attendance and otherwise.

The replies indicated that Teachers' Summer Training Schools would go a begging for the first time since their introduction into the State. After considerable writing and coaxing at several points, schools were finally located in nine counties and arranged to begin at dates varying from June 29th, to July 20th.

There was practically the same experience in locating the eleven schools, five with departments for both races, for the year 1904. It appeared that no one was anxious about a Summer School except those seeking to teach in them. Though thousands of circulars advertising the location and opening of the schools were sent out, the instructors at several places were met by very few teachers; some of these instructors manifested interest enough to issue special circulars soliciting attendance. It was evident that the circulars issued from the State Department and sent to county superintendents for distribution and for advertising the schools had not been circulated.

No aid was received from the Peabody Fund, as in previous years, possibly due to the death of Dr. J. L. M. Curry, and that the bill making the appropriation did not pass until after the apportionment of that fund for the year had been made. I sought to ascertain why the dona-

tion was withheld from the State, but satisfactory explanation was never received. On applying again for the fund in 1904, before the organization of the Summer Schools for that year, the Trustees had changed their policy of donating to the States for Training Schools. Their recent action in concentrating \$1,000,000 of this Fund upon the Peabody Normal College at Nashville, and cutting off free scholarships in that institution, explain the change in policy and the withdrawal of support hitherto extended to Summer School or institute, work.

The nine schools established in 1903 and the eleven in 1904 were more than the State appropriation of \$3,000 would sustain for a full term of eight weeks, but supposing that some of the schools would not have sufficient patronage to warrant their continuance for the full term, that number was allowed to begin in each of the years. As it is impossible to foretell with any degree of certainty the attendance at any school, it was advertised in 1903 weeks according to attendance and apparent interest." that each school would "continue from four to eight. The wisdom of this provision is demonstrated in the data showing enrollment and the number of days each school was actually run, it being found necessary to close several short of their regular term of two months.

The small attendance upon several of the schools in 1903 warranted the announcement again in 1904 that the schools would "continue from *two* to eight weeks, dependent upon attendance and manifest interest at each school. In consequence of this foresight in preventing waste in case any school should not be as well attended and as successful as was hoped, the State appropriation of \$3,000 was not consumed during either year, as is shown by the expenditure of each school year recorded below.

The apparent decline in interest in Summer Training Schools may be due to the late date at which it became definitely settled that the schools would be held in 1903, and to the disturbing influence of politics in 1904. It cannot be charged to the character of the work or any deficiency in the interest and ability of the instructors employed, who are principally the same persons conducting the schools from their organization in 1894. Their names will be recognized, in the main, as those standing at the head of the profession in this State. Each of them, if not

of State reputation, is esteemed as one of the most capable teachers in the section of the State in which he lives.

NO PEABODY FUND.

Not a dollar was received from the Peabody Fund for the prosecution of this work since the passage of the Summer School Bill in 1903. The report of 1902 showed a balance to the credit of this fund with "certain bills waiting adjustment," this balance was expended in 1903 and paid in part to teachers marked "special" in the table of expenditures. A small balance was brought over and found convenient in paying for the printing and postage necessary to advertise the schools in 1904. A special report of this balance was made to the agent of the Peabody Fund in 1903, hence this report needs to show only the expenditure for Summer Schools conducted with State funds in 1903 and 1904 and required to be reported in Section 3, Chapter 5208. This Act requires the "State Superintendent of Public Instruction to submit a report to the next General Assembly showing:" 1st. The number of such schools, their location, and the number of teachers attending each school by race and sex; 2nd. The conductors of each school with the number of days' service rendered by each and the amount paid each, and to submit vouchers for every dollar paid out. The tables below present each one of these items of information in a very succinct form for each of the years 1903 and 1904. Duplicate vouchers with receipts are in my possession showing the payment of every dollar reported below, the original vouchers are filed in the office of the Comptroller.

SCHOOLS OF 1903.

Location.	Enrollment of Whites.		Enrollment of Negroes.		Total.
	Male.	Female.	Male.	Female.	
Westville	15	19	..	..	34
Apalachicola	..	18	..	..	18
Tallahassee	..	..	13	29	42
Monticello	5	33	..	..	38
Jacksonville	..	..	16	72	88
Green Cove Springs	10	38	..	..	48

Kissimmee	5	29	..	..	34
Inverness	4	18	..	..	22
Williston	20	33	..	..	53
Totals	59	188	29	101	377

SCHOOLS OF 1903.

Westville	C. V. Waugh,	40	\$200.00
	W. B. S. Crichlow,	40	150.00
Apalachicola	J. C. Johnson,	20	100.00
	H. W. Demilly,	20	75.00
Tallahassee	N. B. Young, Col.	30	Special.
	F. C. Johnson, Col.	30	50.00
	Miss L. M. Cropper, Col.	30	41.25
	Miss A. A. Smith, Col.	30	41.25
	G. M. Sampson	30	55.00
	J. W. Holley, Col.	30	Special.
Monticello	Arthur Williams,	30	150.00
	E. W. McMullen,	30	112.50
Jacksonville	J. H. Fulks,	40	200.00
	Fred Toennes,	40	150.00
Green Cove Springs	Dr. W. F. Yocum,	40	200.00
	Miss Buella Davenport,	40	200.00
Kissimmee	Tom M. McBeath,	40	200.00
	Frank H. Ellis,	32	120.00
Inverness	Robt. M. Ray,	20	100.00
	Dr. W. H. Russell,	20	75.00
Williston	Q. T. Himes,	20	100.00
	Mrs. J. B. Johnston,	20	75.00
	Tallahasseean, (printing)		12.00
Totals		672	\$2,357.00

SCHOOLS OF 1904.

Location.	Enrollment of Whites.		Enrollment of Negroes.		Total.
	Male.	Female.	Male.	Female.	
Maccleenny	2	9	..	..	11
Palatka	7	35	8	31	81
Monticello	2	15	5	5	27
Perry	5	6	..	..	11

Live Oak	5	15	1	26	47
Webster	10	22	..	..	32
Bradentown	5	24	..	..	29
Orlando	3	35	5	22	65
Crystal River	1	6	..	..	7
Jacksonville	1	54	9	57	121
Titusville	3	19	..	..	22
	44	240	28	141	453

SCHOOLS OF 1904.

Location.	Names of Instructors.	Days Taught.	Amt. Rec'd.
Macclenny	Mrs. J. B. Johnston,	20	\$75.00
Palatka	I. I. Himes,	40	200.00
	W. W. Hall,	40	150.00
	M. Percy Gieger,	40	150.00
	Miss Maud Schwalmeyer	38	142.50
Monticello	Dr. W. F. Yocum,	10	50.00
	H. W. Demilly,	10	37.50
	Miss Posey Taylor,	10	37.50
Perry	F. A. Hathaway,	20	100.00
Live Oak	Dr. W. H. Russell,	20	100.00
	Miss Ella La F. Hamilton,	20	75.00
	Miss Claudia S. Miller,	20	75.00
Webster	Wm. T. Kennedy,	20	100.00
	T. J. McBeath,	20	75.00
Bradentown	H. P. Baya,	20	100.00
	E. R. Dickenson,	20	75.00
Orlando	Tom F. McBeath,	30	150.00
	Frank H. Ellis,	40	162.50
	Miss Mattie P. Chapman,	40	150.00
Crystal River	J. M. Stuart,	10	50.00
	C. G. Cantrell,	10	50.00
Jacksonville	Arthurr Williams,	40	220.00
	W. W. Hughes,	40	170.00
	Miss Rowena Longmire,	30	127.00
	Miss Annie H. Porter,	10	20.00
	Miss Mary H. Hatter,	10	17.50
Titusville	Jno. D. Teeter,	30	150.00
	Miss Hattie H. Carpenter,	30	112.50
Totals,		688	\$2,922.50

It is seen from the above that \$720.50 of the \$6,000 appropriated for the two years, through apparent lack of appreciation of the advantages sought to be given were not used.

Where there are reported in the schools of 1904 white and negro teachers enrolled in the same school, these were taught in entirely separate buildings by the same teachers.

Respectfully submitted,

Wm. N. SHEATS,
State Supt.